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VIETNAM REPORT

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MILITARY AFFAIRS AND PUBLIC SECURITY

MOTIVATION DRIVE TO BE STEPPED UP IN LOCAL, MILITIA, SELF-DEFENSE FORCES

Hanoi QUAN DOI NHAN DAN in Vietnamese 14 Aug 79 pp 1, 4

[Editorial: "Promoting the Implementation of the Great Motivation Drive in All Three Military Forces"]

[Text] The motivation drive undertaken by the people's armed forces to "Develop Good Qualities and Upgrade Combat Effectiveness" has been widely promoted and crowned with excellent initial results. Due to close coordination between education, which thoroughly imparts the meaning, purpose, substance and requirements of the motivation drive, and active organization for implementation, we have achieved an important step forward in terms of integrated quality and fresh combat effectiveness.

But the motivation drive is yet to be carried out uniformly in all three military forces, especially in the local armed forces. In some localities, it has not truly been conducted extensively and deeply enough to reach local force battalions and militia and self-defense companies. This is a weakness that must be urgently overcome so that efforts can be exerted to move the drive one new step ahead, forge a major transformation in quality and combat effectiveness in all three military forces and fully meet the requirements of today's mission of defending the socialist fatherland.

As the motivation drive enters its second phase, for those units in which implementation has truly been developed to the primary level, the requirement is to push the movement ahead at a more accelerated pace, toward still higher quality and for still more comprehensive results. Under any circumstances, all units must by all means achieve all five objectives that the Central Party Secretariat and the Central Military Party Committee have laid down for the entire armed forces during 1979. The important issue that stands out during phase two of the motivation drive is to devote more attention to the task of organizing for implementation while continuing to excel in the education task and stimulate the spirit of and perfect the standards for competition. To continually design practical and effective measures, to make plans for struggle until successfully mastering the important elements of these five objectives one after another and then move ahead to fully

implement all five objectives, to concentrate unit guidance on major efforts, to discover progressive models in time to set examples, all these are good experiences in organizing for implementation of the movement.

As to units having not developed the motivation drive fully, extensively and deeply enough, primarily in the local and militia and self-defense forces, the requirement is to progress rapidly and surely by steps as directed by higher authorities. The most essential thing is to step up education, to profoundly impart the meaning and purpose of motivation on all cadres and soldiers so that everyone clearly understands the importance of the movement with regard to upgrading the quality and combat effectiveness of our people's armed forces. It is on the basis of the local forces' political mission that we should define responsibility for implementing the motivation drive. Only when education is well conducted can we have strong spirit, high resolve and enthusiastic and stimulating disposition toward competition. Then the results obtained through education should serve as an impetus for moving ahead with concrete implementation: set forth standards and plans for struggle, register with the collective and superiors and move right into every day's activities. In organizing for implementation, thorough understanding of the substance of the motivation drive must be brought to bear on every area of activity and made consistent with the requirements of our mission and the realistic conditions of each unit or locality. The immediate task is for each unit or locality to ascertain its most crucial problems and weakest spots so that efforts can be concentrated on attaining concrete objectives within a specified time and therefrom moving forward to upgrade its own combat effectiveness in a sure and total manner. Only when we have developed a sense of collective mastery among all cadres and soldiers, rallied everyone to participate in the movement without exception and ensured that every individual can meet his own standards of struggling with himself and every unit can successfully carry out its plans and programs for action, only then can we make the movement a profoundly mass drive and achieve practical results.

To step up the motivation drive in all three military forces is to urgently upgrade the combat effectiveness of the entire people's armed forces, making the main forces, the local forces and the militia and self-defense forces, whether mobile or static, on the front line or at the rear and from base units to divisions and corps strong enough to defeat all invading enemies and solidly defend our beloved socialist Vietnam fatherland.

9460

CSO: 4209

MILITARY AFFAIRS AND PUBLIC SECURITY

BRIEFS

QUANG NAM-DANANG LOCAL MILITARY TASK--By mid-August many districts, towns and cities in Quang Nam-Danang Province had completed the third phase of 1979 troop recruitment. Fully aware of their responsibility and obligation, more than 100,000 local youths have joined the armed forces in this third phase to build and defend the country. [Hanoi Domestic Service in Vietnamese 1100 GMT 20 Aug 79 BK]

HA SON BINH NATIONAL SECURITY--More than 300 representatives of the party and administration at all levels and security services from various localities in Ha Son Binh Province recently attended a conference to review the mass movement to safeguard the fatherland's security over the past 10 years. They were also briefed on some good experiences acquired by various leading units in the movement. Over the past 10 years, Ha Son Binh has formed 69 typical units in the mass movement to safeguard the fatherland's security in various villages and city wards. To date, the province has set up 14,657 people's security cells with the participation of tens of thousands of local people. [Hanoi Domestic Service in Vietnamese 1100 GMT 20 Aug 79 BK]

SONG BE MILITIA--More than 7,000 youth union members have recently joined the provincial self-defense and militia forces, increasing the forces by 31 percent over 1978. Nearly all factories, farms and project sites in the province have organized assault self-defense forces for production and combat readiness. [Hanoi Domestic Service in Vietnamese 2300 GMT 28 Sep 79 BK]

BLACKMARKET IN BUS TICKETS--Bus ticket sales have been markedly improved with the launching of a 6-week old campaign to stop "blackmarket bus ticket" sales at the westbound bus station [in Ho Chi Minh City]. A total of 1,500 blackmarket ticket sellers have been caught. The westbound bus station has also been organizationally improved and better service has been provided. To additional bus ticket selling booths have been installed and more bus conductors have been employed to better help passengers. The local administration has also created conditions to help blackmarketeers stop their illegal practice and earn an honest living. [Hanoi Domestic Service in Vietnamese 1430 GMT 14 Sep 79 OW]

CSO: 4209

INTERNATIONAL RELATIONS, TRADE AND AID

BRIEFS

AID FROM HUNGARY--Hanoi, 24 Aug--Samples of a consignment of 136 tons of food, medicines, clothes and baby powder presented by Hungary to Vietnam were received in Hanoi this afternoon. The aid was collected by the Hungarian solidarity committee and national peace council, from proceeds from socialist voluntary work by the Hungarian people. Present on this occasion were Tran Hoai Nam, secretary-general of the Vietnam Central Committee for solidarity and friendship with people of other countries; Le Thu Tra, executive member of the Vietnam Committee for the International Year of the Child and other Vietnamese representatives. Also present were Hungarian Charge d'affaires A. I. Denes Szasz, and staff members of the Hungarian Embassy in Hanoi. [Text] [Hanoi VNA in English 1556 GMT 24 Aug 79 OW]

AID FROM ITALY--Hanoi, 27 Aug--A consignment of aid by the Italian Government is enroute Vietnam. The cargo, transported by the Soviet freighter Molodogverdeysk, consists of 3,311 tons of wheat flour donated by the Italian Government, and 3.5 tons of medicines, clothes and fabric from the association for solidarity of Vietnamese residents in Italy and from the Misses Gabriella in Torino. [Text] [Hanoi VNA in English 0331 GMT 27 Aug 79 OW]

IRRIGATION PROJECT SIGNED--Hanoi, 31 Aug VNA--An agreement on a World Food Program [WFP]-founded irrigation programme was signed between the World Food Programme and the Vietnamese Government here yesterday. The signatories were Hoang Tien, vice-minister of water conservancy, and Yver Claret, deputy-head of the WFP office in Hanoi. The project, to be built in Thanh Hoa and Nghe Tinh provinces, is estimated at 12.5 million U.S. dollars. [Text] [Hanoi VNA in English 1527 GMT 31 Aug 79 OW]

DELEGATION TO CEMA CONFERENCE--Hanoi, 8 Sep--A delegation left here for the 11th CEMA congerence for home trade ministries to be held in Berlin on 11-14 September. The delegation is led by Vo Trong Nam, vice-minister for home trade. [Text] [Hanoi VNA in English 1646 GMT 8 Sep 79 OW]

AID GOODS FROM ITALY--According to a Rome source, a Soviet vessel carrying 3,311 tons of wheat flour constituting Italian Government aid to Vietnam left (Chioggia) seaport on 21 August. The vessel also carries 3.5 tons of medicine and cloth donated by the Italian Association of Vietnamese Solidarity to War Victims in the six northern border provinces of Vietnam. In a ceremony to hand over the goods at the port, (Le Van Chinh), on behalf of the SRV Embassy in Italy, thanked the Italian Government, mass organizations and people for their support and assistance. [Hanoi Domestic Service in Vietnamese 1300 GMT 27 Aug 79 BK]

LAO GOVERNMENT AWARDS--The people's committee of Ha Son Binh Province held a ceremony on 26 September to receive the Lao Government medals awarded to 80 Vietnamese experts and troops now working in the province. These experts and troops had scored outstanding achievements in supporting the Lao people's revolutionary cause over the past 30 years. The medals include 27 first class freedom medals and first class victory medals. [Hanoi Domestic Service in Vietnamese 2300 GMT 28 Sep 79 BK]

FACTORY BUILT WITH POLISH ASSISTANCE--A coal sorting factory built with Polish assistance on a 10-hectare plot of land in the Cua Ong port area is expected to be put into operation shortly. The modern factory, capable of sorting 3.8 million tons of coal annually, will facilitate coal production and transportation in the Cum Pha Area. [Hanoi Domestic Service in Vietnamese 2300 GMT 1 Sep 79 BK]

UN-SPONSORED IRRIGATION PROJECT--On 30 Aug in Hanoi, the vice minister of water conservancy, on behalf of the SRV Government, and Mr (Yves Claret), deputy representative of the UN International Food Program in Vietnam, signed an agreement for the construction of the Thanh Hoa-Nghe Tinh irrigation project under the sponsorship of the organization, which will cost some \$12.5 million. Attending the signing ceremony were representatives of the foreign ministry and the Central Committee for receiving foreign aid. [Text] [Hanoi Domestic Service in Vietnamese 0400 GMT 31 Aug 79 BK]

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ECONOMIC PLANNING, TRADE AND FINANCE

ECONOMIC DISASTER SURROUNDS HO CHI MINH DEATH ANNIVERSARY

Paris LE MONDE in French 4 Sep 79 p 5

/Article by Patrice de Beer: "Ho Chi Minh's 10th Death Anniversary Is Celebrated in an Atmosphere of Economic Disaster" /

/Text / While Vietnam is celebrating, on 2 September, the 34th anniversary of the proclamation of its independence and, on 3 September, the 10th anniversary of Ho Chi Minh's death, its economic situation, especially as far as agriculture is concerned, continues to deteriorate throughout the country. For the 4th consecutive year, Vietnam has been hit by natural disasters: in the north, the strongest heat wave in 24 years, followed by insect plagues and inundations.

The figures published by the press and the radio in Hanoi and Ho Chi Minh City speak for themselves: on 15 July, only 31.2 percent of the land assigned by the plan for the planting of the fall-winter rice crop had been planted (43 percent in the North, 24 percent in the South). On 30 July, transplanting was completed to 84.3 percent only in the north, no overall figure being supplied for the south. In the northern Province of Thai Binh, though considered to be a model, the quota had been fulfilled only to 61.3 percent. The Province of Hau Giang, one of the rich provinces in the Mekong delta, had fulfilled its quota only to 20 percent, and 45 percent of the land had not yet been ploughed. Malaria is still widespread; according to Radio Hanoi, 3,327,000 people suffering from the disease had to be treated in seven central provinces this year, during "the first stage of the anti-malaria campaign."

This catastrophic situation, however, is not the result of natural disasters only. According to the newspaper DONG KHOI, in the Ben Tre Province--a stronghold of the resistance during the war--a resolution of the local committee of the communist party, published in July, puts the blame on the "officials." "The creation of production collectives has been slowed down and delayed by the failure of our policy of education and motivation of the masses." Water supply and irrigation works "have given poor results." "Nothing has been done to create concerns for the processing of minor crops" such as cassava (manioc) and sweet potatoes, although farmers are encouraged to grow them in order to make up for the rice shortage.

The report denounces "the practice of extortion and theft, the injustice and irrationality which still prevail in the distribution of products" and demands "severe punishment for those who shall be proven guilty of corruption." "We must try and improve the living conditions of the people, take better care of the children's education and apply in a satisfactory manner our policy towards war heroes and those who have been wounded in the war." In other words, veterans are not given the rights they might justly claim.

Finally, "as far as the military is concerned, we must solve as quickly as possible the problem of party members not fulfilling their duty and giving a bad example by not allowing their children to fulfill their military obligations," which means that they take advantage of their positions so their children do not go fight in Cambodia.

In addition, the policy of collectivization applied in the south seems to have been raising serious problems. In the Song Be Province, near Ho Chi Minh City, where numerous "new economic zones" have been established, collectivization should cover 90 percent of the families and of the land by the end of the year; this figure has already been exceeded in the plains of the central Province of Binh Tri Thien. At the same time, Hanoi states that collectivization "is not an end per se" and that, for the time being, it is more important to increase production.

Malnutrition

Political mistakes and natural disasters have had a catastrophic effect on the living conditions of the people. The rice deficit, approximately 4 million tons last year--which, it must be said, has been an exceptionally bad year--will be 3.8 million tons in 1979, the crop being expected to amount to approximately 15.5 million tons, according to Mr Mai Luong, assistant manager of the international cooperation department at the Ministry of Agriculture. Meat consumption has been reduced by one-third in 3 years, the ration being approximately 300 grams per month.

According to Mr Luong, the flight of the "boat people" has caused Vietnam to lose 5,000 boats, and fishery production has diminished by half in a country where fish is a staple food. Finally, the Chinese invasion is reported to have cost tens of thousands of buffalos and pigs which have been either killed or stolen.

Therefore, the people, who have already been suffering of malnutrition for many years because of the war, have to stand in long lines to obtain miserable rations barely sufficient to ensure their survival. According to one of Vietnam's leading doctors, Prof Ton That Tung, "rickets and parasitic diseases are becoming more frequent, abscesses caused by worms are beginning to appear. People are constantly ill, their resistance is down. They are much more susceptible to cold, virus and dengue fever*."

*A tropical viral disease characterized by muscular pains.

In Professor Tung's opinion, inflation has reached "600 percent in 3 years." Black market prices are unaffordable: one kilogram of chicken amounts to the equivalent of 5 to 6 days' work for a worker.

The economic consequences of this food shortage are dramatic: productivity in the concerns, already low, keeps decreasing. One year ago, at the paper manufacture which the Swedes are building north of Hanoi, workers were able to work only 5 hours per day instead of the 8 hours planned: they were either too sick or too busy cultivating land for their own account. A Norwegian oil company had to abandon training frogmen, the divers being unable to follow the training on the rations they were receiving. Since then, these rations have been further reduced, even for certain officials: thus, Mr Nguyen Co Thach, who has recently been placed in charge of Hanoi's diplomacy, reports that his cereals ration has been decreased from 17 to 13 kilograms per month, i.e. 430 grams per day.

These difficulties are further increased by the cost of the war in Cambodia and, on the Chinese border, by the drafting of most valid men and some women. The soldiers have to be replaced in their production jobs--whether agricultural or industrial--by less qualified workers. As for the ports, they are now managed by Soviets.

Such a situation is generating corruption, even delinquency. According to AFP's correspondent in Hanoi, numerous little traffics are flourishing, the black market for foreign currencies is working very well, and many foreigners have learned that services required from officials have to be paid for. However, he adds, in most cases bribes are still limited to a few cartons of U.S. cigarettes.

9294

CSO: 4200

ECONOMIC PLANS, TRADE AND FINANCE

BRIEFS

DAC LAC NEW ECONOMIC ZONES--Over the past 3 years, Dac Lac Province has built many public utility projects in various new economic zones, including 54 schools, 35 hospitals and medical aid stations, 52 creches and kindergartens, 18 cooperative stores, 15 conference halls and cultural houses, 20 warehouses and drying yards, and thousands of water wells. The province has also built 36 bridges and culverts and 300 km of rural roads and 15 water pumping stations, 12 dams and more than 20 km of canals to facilitate communications and transportation and crop cultivation in these new economic zones. [Hanoi Domestic Service in Vietnamese 2300 GMT 27 Aug 79 BK]

NEW PRODUCTION POLICIES--Satisfactorily responding to and implementing the policies promulgated recently to encourage the production of more consumer goods without managerial and material assistance by the state, as many as 50 local industrial enterprises in Hanoi have adopted measures to provide additional capital, equipment and manpower for subordinate production units to manufacture consumer goods and work tools. Together with various banking, financial and trade organs, the municipal artisan industrial and handicraft sector has formulated plans and studied measures to make the fullest use of all locally available sources of raw and other materials to produce more consumer goods. Thanks to the implementation of these policies, procedures hindering the sale and purchase of materials and the effort to increase production have been initially improved or amended. [Hanoi Domestic Service in Vietnamese 0400 GMT 28 Aug 79 BK]

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AGRICULTURE

HEARTY RICE STRAINS IN SOUTH LISTED

Hanoi DAI DOAN KET in Vietnamese 21 Apr 79 pp 28, 29

['Do You Know?' column by P.C.L.: "Rice Strains Resistant to Alum, Salinity and Insects in the South"]

[Text I - Insect-resistant Rice Strains

1. NN 3A Variety: known as IR 2071-625-1-242, a rice strain hybridized at the International Rice Research Institute (IRRI) and named IR 36 by the Ministry of Agriculture of the Philippines; this variety has been grown on an experimental basis in our country since 1976 at Can Tho, O Mon (Hau Giang), Long Dinh, Cho Gao, Cai Be (Tien Giang), Cao Lanh, Lap Vo (Dong Thap), Phu Chau, Phu Tan (An Giang), Thu Duc, An Lac (Ho Chi Minh City).

The outstanding characteristic of NN 3A is its resistance to brown plant-hoppers which are among the insects that cause grave perils to rice planting in southern provinces. This variety is also resistant to brown plant-hopperoids type 2--the very insects that have ravaged these rice strains: IR 73-2n, IR 1561-250-2-2, IR 28, IR 29 and IR 30.

2. NN 5A Variety: otherwise called Long Dinh 2, which derives from the IRRI hybrid strain IR 2071-179-3-4, introduced into the South and grown at the Long Dinh Agricultural Center (Tien Giang) on a trial basis. This variety is as resistant to brown planthoppers of the main species as NN 3A.

3. IR 2307-112-1 Variety, introduced from IRRI in the Philippines. Its resistance to brown planthoppers is similar to that of NN 3A and NN 5A. The IR 2307-112-1 variety can also resist stem borers.

II - Salinity-resistant Rice Strains

Composed of varieties IR 26, IR 5, IR 215395, VM-2, IR 2153-43-2-5, IR 215326-3-5 and IR 34, this is an order of short-term (under 100 days) rice strains which is fairly resistant to salinity and generally used for all three short-term crops of the year. Its average yield is 40 quintals per hectare.

III - Alum-resistant Rice Strains

They consist of: IR 26, IR 1561, IR 32, IR 1514, and A-E 597-2-135. These varieties are little affected by insects and diseases and can resist alum. They can replace the tenth-month varieties in single-crop areas, giving a yield of approximately 40 quintals per hectare.

IV - Alum-resistant and Salinity-resistant Rice Strains

This is an order consisting of varieties IR 26, IR 2153-95, VM-2, IR 2153-43-2-5, IR 2153 26-3-5 and IR 34. Beginning in 1975, this order of rice varieties has been grown in separate areas, propagated and selected in some of the southern provinces, with a yield of up to 40 quintals per hectare. The outstanding characteristic of these rice varieties is their resistance to alum and salinity and adaptability to a wide variety of soils. Because they also resist various major insects and diseases, these varieties can be sown and planted all year round.

In addition to the above imported hybrids, there are local rice varieties suitable for planting in adverse conditions such as salinity, alum and deep water, which resist fairly well insects and diseases and above all yield a good quality rice which is both aromatic and tasty. These are:

1. Salinity-resistant Varieties

Comprising such delayed (180 days) tenth-month rice varieties as: The Ca Dung Ket variety (177 days) yielding 27 quintals per hectare; the Tuong variety (173 days) which abounds in Soc Trang; the Nang Keo variety (172 days) in Soc Trang, the Nang Tra variety (169 days) also in Soc Trang; the Trang Cut variety (175 days), the Trang Doc (166 days), the Ba Tuc variety (180 days) in Tra Vinh; the Tat No variety (196) days in Soc Trang, etc.

2. Alum-resistant varieties

Comprising delayed (165-180 days) rice varieties such as: the Doc Phung variety (173 days) in Ben Tre; the Nang Cho (170 days) in Long An; the Ca Dung variety (185 days) in Phan Rang; the Soc Nau variety (211 days) in My Tho, and; the Ve Vang variety (204 days) in My Tho.

3. Deep-water and Alum-resistant Varieties

This group of rice varieties is suitable for twice-planted rice areas and consists of: the Nang Cho variety (210 days) in Vinh Long; the Mong Chim variety (190 days) in Can Tho, and; the Nang Le variety (180 days) in Rach Gia.

4. Top Quality Tasty Rice Varieties

These consist of the Nang Thom variety (187 days) in Long An and the Tau Huong variety (201 days) which is capable of growing well in saline and alkali soils.

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CSO: 4209

AGRICULTURE

BRIEFS

SOUTHERN AGRICULTURAL TRANSFORMATION--By late July, the southern provinces from Binh Tri Thien to Minh Hai had established 1,549 agricultural cooperatives and 16,241 production collectives absorbing some 53 percent of peasant families and more than 38 percent of the cultivated land. Five central coastal provinces alone--Binh Tri Thien, Quang Nam-Danang, Nghia Binh, Phu Khanh and Thuan Hai--accounted for 1,104 cooperatives and 1,564 production collectives. Along with 9,737 production collectives, the nine provinces in the Mekong River delta region were able to establish only 97 cooperatives. [Hanoi Domestic Service in Vietnamese 1300 GMT 22 Aug 79 BK]

SOUTHERN FLOOD CONTROL--In July and early August, due to heavy rain in the upper part of the Mekong River, southern provinces from Thuan Hai southward were hit by floods and flash floods. However, thanks to effective countermeasures, these localities were able to maintain normal production and protect their crops. Thanks to prompt action by the flood and typhoon control committee, provinces in the Mekong River delta region, badly hit by floods last year, were able to avoid great losses. [Hanoi Domestic Service in Vietnamese 2300 GMT 16 Aug 79 BK]

AN GIANG RICE HARVEST--As of 13 August An Giang Province had reaped 31,000 hectares of summer-fall rice, fulfilling 43 percent of the planned acreage. In view of possible flash floods late this month, the province has instructed all localities to accelerate the harvest of the remaining 50,000 hectares. [Hanoi Domestic Service in Vietnamese 0900 GMT 22 Aug 79 BK]

LONG AN SUMMER-FALL CROP--In this year's summer-fall crop season Long An Province has grown 19,800 hectares of subsidiary and industrial crops, almost doubling last year's acreage. Due Hoa and Ben Thu districts alone have grown more than 13,300 hectares. The province has also established a state-run crop processing enterprise and will establish another eight crop processing cooperatives between now and the end of 1980. [Hanoi Domestic Service in Vietnamese 1300 GMT 23 Aug 79 BK]

KIEN GIANG 10TH-MONTH CROPS--By mid-August Kien Giang Province had planted rice and subsidiary crops on 65 percent of the area slated for the 10th-month crop season. The province is now accelerating soil preparation, striving to complete the planting of these crops on 170,000 hectares by the end of this month. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 24 Aug 79 BK]

TAY NINH 10TH-MONTH RICE--As a result of recent drought, by 20 August Tay Ninh Province had been able to sow or transplant only 38,000 hectares of 10th-month rice, nearly half of the planned acreage. To overcome this situation, some 50 villages in several districts and Tay Ninh City have set up steering committees to combat drought by motivating the peasants to dredge canals and dig wells to secure water. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 26 Aug 79 BK]

CUU LONG 10TH-MONTH RICE--Due to a failure to satisfactorily regulate draft power and labor forces as well as to sow seeds on schedule, Cuu Long Province has been able to transplant only about 18,000 hectares of 10th-month rice, some 12 percent of the planned norm. To overcome this situation, the province is intensively reaping summer-fall rice on the remaining area in order to prepare the land for sowing 10th-month rice seeds on schedule. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 24 Aug 79 BK]

NATIONWIDE SUMMER-FALL CROPS--According to the General Statistics Department, last week the entire country planted another 8,000 hectares of vegetables and subsidiary and industrial crops, bringing to 454,780 hectares the area planted to these crops since the beginning of the summer-fall crop season and producing an increase of 77,000 hectares over the same period last year. The harvest of some of these crops has now begun in some northern localities such as Hai Hung and Thai Binh provinces and the Hanoi suburbs. [Hanoi Domestic Service in Vietnamese 2300 GMT 30 Aug 79 BK]

LAM DONG LAND RECLAMATION--Lam Dong Province has opened up 37,000 hectares of virgin land, some 8,800 hectares of which have been drawn to grain and other crops. The state has built hundreds of km of canals, 20 irrigation projects, more than 7,500 housing units and nearly 90,000 square meters of schools, medical aid stations and stores in local new economic zones. Over the past 3 years, 22,000 local people and 35,000 others from Ha Nam Ninh, Ha Son Binh and Hanoi, Hue and Ho Chi Minh City have been resettled in various new economic zones in the province. [Hanoi Domestic Service in Vietnamese 1300 GMT 5 Sep 79 BK]

HO CHI MINH CITY RICE--To date Ho Chi Minh City has sown or transplanted rice on 53.5 percent of the area slated for this year's 10th-month crop season. Cu Chi District alone has claimed credit for 13,026 hectares. Due to sunny weather and less rainfall in August, as many as 18,000 hectares of rice in various districts have been affected by drought. Faced with this situation, all districts in the city suburbs have quickly launched an all-out campaign to protect rice from drought. [Hanoi Domestic Service in Vietnamese 1100 GMT 4 Sep 79 BK]

LONG AN RICE HARVEST--Long An Province has thus far harvested nearly 20,000 hectares of summer-fall rice, with an average yield of 1.8 tons per hectare. In addition, the province has also transplanted the 10th-month rice on nearly 40,000 hectares--more than 35 percent of the planned area. [Hanoi Domestic Service in Vietnamese 1100 GMT 6 Sep 79 BK]

HAI HUNG 10TH-MONTH RICE--As of 25 August, cooperatives in Hai Hung Province had transplanted 121,819 hectares of 10th-month rice, fulfilling 98 percent of the planned acreage. Since the beginning of the cultivation season, Hai Hung Province has supplied local cooperatives with 500,000 tons of fertilizer so as to enable them to apply 4.1 tons per hectare. [Hanoi Domestic Service in Vietnamese 2300 GMT 1 Sep 79 BK]

TIEN GIANG HOG RAISING--By 28 August, the hog population in Tien Giang Province totaled 147,244 head, fulfilling 73 percent of the 1979 hog raising plan. Beside the effort to increase the sources of animal feed, Tien Giang is encouraging and creating favorable conditions for every family to raise hogs. [Hanoi Domestic Service in Vietnamese 1100 GMT 4 Sep 79 BK]

NATIONWIDE AGRICULTURAL ACTIVITIES--To date six northern border provinces have fulfilled 97.5 percent of the planned norm for this year's 10th-month crop season. Nine northern provinces and cities--Vinh Phu, Ha Son Binh, Hai Hung, Thai Binh, Ha Nam Ninh, Thanh Hoa, Nghe Tinh, Hanoi and Haiphong--have raised 3,948 million hogs, an increase of 11 percent over the same period last year. Meanwhile, the southern provinces from Thuan Hai southward have devoted more than 3.5 million workdays to building 7,700 irrigations projects to water 774,000 hectares of summer-fall and winter-spring crops. [Hanoi Domestic Service in Vietnamese 0900 GMT 10 Sep 79 BK]

FERTILIZER PRODUCTION CAMPAIGN--More than 300 representatives of the agricultural sector and the Ho Chi Minh Communist Youth Union from all parts of the country recently attended a conference in Dong Anh District, Hanoi, to discuss measures to accelerate the campaign to produce 50 million tons of organic fertilizer which was jointly launched by the ministry of agriculture and the youth union Central Committee. Although the campaign still has not been carried out evenly and vigorously, over the past 5 months youth union members and youths throughout the country have produced nearly 12 million tons of organic fertilizer. [Hanoi Domestic Service in Vietnamese 2300 GMT 8 Sep 79 BK]

BINH TRI THIEN SWEET POTATOES--Responding to the campaign launched by the province to grow 61,000 hectares of sweet potatoes in this year's fall-winter season, peasants in Binh Tri Thien are urgently preparing land, seeds and fertilizer for the cultivation of this crop as soon as rainfall is available. Huong Dien District alone will strive to grow 8,000 hectares between 10 August and 30 November. [Hanoi Domestic Service in Vietnamese 1300 GMT 12 Sep 79 BK]

DONG THAP RICE HARVEST--As of 7 September Dong Thap Province had reaped nearly 30,000 hectares of summer-fall rice with an average yield of 2.2 to 2.5 tons per hectare. Efforts are being made by various districts to complete the harvest of the remaining acreage by mid-September. [Hanoi Domestic Service in Vietnamese 0400 GMT 11 Sep 79 BK]

TAY NINH CROPS--As of 31 August, Tay Ninh Province had reaped 7,550 hectares of summer-fall rice, fulfilling 68 percent of the planned norm. The province is striving to reap the remaining 3,500 hectares at the earliest possible date. Taking advantage of recent rainfall, peasants in Tay Ninh have also planted 52,700 hectares of 10th-month grain crops, including 42,500 hectares of rice. Between now and the end of September, they will strive to transplant 10th-month rice on the remaining 43,500 hectares so as to fulfill the cultivation plan. [Hanoi Domestic Service in Vietnamese 0400 GMT 11 Sep 79 BK]

SOUTHERN AGRICULTURAL TAX--By late August the southern provinces and cities had fulfilled more than 50 percent of the norm for the 1979 agricultural tax. Provinces achieving the highest percentage of the planned norm are Minh Hai, Nghia Binh, Kien Giang, Quang Nam-Danang, Tien Giang, An Giang, Hau Giang and Cuu Long. Compared with the same period last year, these provinces have increased by 3,000 to 7,500 tons the quantity of paddy delivered to state granaries. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 13 Sep 79 BK]

HO CHI MINH CITY RICE--To date Ho Chi Minh City has transplanted 10th-month rice on 25,240 hectares and sown rice seedlings on another 4,500 hectares. Cu Chi District alone has accounted for 14,057 hectares, fulfilling 84 percent of its planned acreage. In general, the cultivation of the 10th-month rice is still slow due to unfavorable weather conditions and the failure to complete soil preparation on schedule. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 12 Sep 79 BK]

SONG BE 10TH-MONTH RICE--To date Song Be Province has sown and transplanted 10th-month rice on 8,000 hectares. Six of the eight districts in the province have overfulfilled their 10th-month rice cultivation plans. In August Song Be planted another 1,500 hectares of manioc, thus bringing to 30,000 hectares the area planted to this crop since early this year. [Ho Chi Minh City Domestic Service in Vietnamese 1200 GMT 10 Sep 79 BK]

DONG NAI 10TH-MONTH RICE--To date Dong Nai Province has transplanted 10th-month rice on more than 24,000 hectares, fulfilling some 64 percent of the planned norm. The province has instructed local cooperatives, production collectives and peasants to actively combat drought and insure enough seeds so that they can transplant rice on the remaining area in September. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 21 Sep 79 BK]

THUAN HAI 10TH-MONTH RICE--Cooperatives and production collectives in Thuan Hai Province have transplanted 28,300 hectares of 10th-month rice, fulfilling 56.6 percent of the planned norm. Thanks to sufficient rainfall, Duc Linh, Ham Thuan, Ham Tan and Bac Binh districts have been able to grow 5,000 to 10,000 hectares of grain crops. [Hanoi Domestic Service in Vietnamese 1100 GMT 22 Sep 79 BK]

SOUTHERN GRAIN COLLECTION--As of 12 September, five provinces in the Mekong River delta region--Long An, Tien Giang, Hau Giang, An Giang and Kien Giang--had delivered more than 15,000 tons of paddy to state granaries as grain obligation for the summer-fall crop season. Hau Giang Province alone accounted for over 3,500 tons. [Hanoi Domestic Service in Vietnamese 0400 GMT 23 Sep 79 BK]

QUANG NAM-DA NANG SUBSIDIARY CROPS--Quang Nam-da Nang provincial party and people's committees are encouraging districts and cooperatives to grow 20,000 hectares of vegetables and subsidiary crops, especially potatoes, for the coming winter season. Agricultural cooperatives are preparing seeds and fertilizer to promptly start the winter crop. [Hanoi Domestic Service in Vietnamese 1100 GMT 23 Sep 79 BK]

BEN TRE 10TH-MONTH RICE--As of 20 September, Ben Tre Province transplanted more than 90 percent of area slated for 10th-month rice. Mo Cay and Chau Thanh districts have fulfilled or overfulfilled planned norms. The province now has almost 10,000 hectares yet to be transplanted, and villages, cooperatives and production collectives are striving to complete transplanting of 10th-month rice by the end of September. [Hanoi Domestic Service in Vietnamese 0400 GMT 24 Sep 79 BK]

CUU LONG SUMMER-FALL RICE--Cuu Long Province has harvested 27,860 hectares of summer-fall rice, achieving 60 percent of cultivated area. Tam Binh District, which has the largest cultivated area, has harvested more than 70 percent of the total rice acreage. [Hanoi Domestic Service in Vietnamese 2300 GMT 25 Sep 79 BK]

MEKONG DELTA GRAIN OBLIGATION--As of 22 September, peasants in Long An, Tien Giang, Hau Giang, An Giang and Kien Giang provinces in the Mekong delta turned in to state granaries more than 15,000 tons of rice as their grain obligation for the summer-fall crop. Hau Giang delivered to the state more than 3,500 tons in early September, while An Giang achieved more than 60 percent of its grain obligation quota. [Ho Chi Minh City Domestic Service in Vietnamese 0500 GMT 23 Sep 79 BK]

PHU KHANH SUMMER-FALL RICE--As of 25 September, Phu Khanh Province had reaped nearly 10,000 hectares of the summer-fall rice, almost a third of the cultivated area. Taking advantage of some rain, all the manpower and facilities of the province have been concentrated on harvesting the remaining area and accelerating the plowing rate for growing the 10th-month subsidiary food crops. [Hanoi Domestic Service in Vietnamese 2300 GMT 28 Sep 79 BK]

HAU GIANG 10TH-MONTH RICE--As of 20 September, Hau Giang Province has sowed and transplanted more than 277,500 hectares of 10th-month rice, more than 86 percent of the planned norm. The sowing and transplanting rate in the first 20 days of September averaged 3,000 hectares daily. The province had also planted nearly 5,000 hectares of 10th-month subsidiary food crops. [Hanoi Domestic Service in Vietnamese 2300 GMT 29 Sep 79 BK]

CUU LONG 10TH-MONTH RICE--Cuu Long Province has thus far sowed and transplanted nearly 125,000 hectares of 10th-month rice, or almost 80 percent of the planned area. The planting plan has been basically completed in Cau Ngang, Tra Cu and Cau Ke districts. The provincial peasants are working to transplant rice on the remaining 30,000 hectares. [Hanoi Domestic Service in Vietnamese 2300 GMT 29 Sep 79 BK]

THAI BINH SWEET POTATOES--This year, Thai Binh Province is striving to grow 7,000 hectares of winter sweet potatoes, tripling last year's area. The provincial cooperatives have nursed 700 hectares of quick growing and high-yield potato cuttings in an effort to complete the planting on a large area by late September or early October. [Hanoi Domestic Service in Vietnamese 0400 GMT 30 Sep 79 BK]

HAI HUNG WINTER CROPS--Hai Hung Province plans to grow 70,000 hectares of winter crops collectively and by cooperative members' families, on half of the cultivated area, for an increase of nearly 26,000 hectares over last year's winter crop area. Of this figure, 50,000 hectares will be planted to potatoes, sweet potatoes and corn. The remaining area will be planted to vegetables and legumes. [Hanoi Domestic Service in Vietnamese 2300 GMT 30 Sep 79 BK]

LAND RECLAMATION--Some 13,772 hectares of virgin and fallow land were reclaimed during 1978-79 in 2,159 villages of the Bac Bo Plain and the former fourth zone, mostly in Thanh Hoa, Ha Nam Ninh, Thai Binh and Nghe Tinh provinces. These provinces have put much land into cultivation because of their ability to organize the mass forces, develop the people's right to socialist collective mastery and operationally control machinery and equipment in districts, and due to their incentive economic policies toward production units. [Hanoi Domestic Service in Vietnamese 0900 GMT 26 Sep 79 BK]

HCM CITY COLLECTIVIZATION--Some 57,290 peasant families in Ho Chi Minh City have joined production collectives and pilot cooperatives, collectivizing 34,320 hectares of land or more than 44 percent of the cultivated area. The collectivization of peasants has been basically completed in 34 villages, 21 hamlets and 2 districts in the city's suburbs. However, in the course of the organizational campaign, many localities have not observed the principle of willingness, have not prepared material bases well and, especially, have not closely performed the managerial tasks. Therefore, of the total number of established production collectives and cooperatives, only about 20 percent are rated fair. [HCM City Domestic Service in Vietnamese 0500 GMT 29 Sep 79 BK]

BORDER PROVINCE TEA GROWING--Hanoi, 14 Sep--The district of Van Chan in Hoang Lien Son Province close to the Sino-Vietnamese frontier is growing 4,350 hectares of tea for export. The land extends over 40 cooperatives and three farms. Tea producers make up 40 percent of the district workforce. Van Chan produced 7,500 tons of choice tea in 1978 and it is expected to turn out 8,000 tons this year. The district is planning to expand the acreage to 5,100 hectares and to produce 10,000 tons or more of tea buds next year. In recent years, Van Chan has succeeded in persuading 1,800 people of nomadic tribes to settle to sedentary farming, including 1,200 engaged in tea production. The district has also welcomed 3,700 new settlers from densely populated delta provinces. The district has developed food production and animal husbandry to ensure self-supply of food for tea growers and manure for tea growing. [Text] [Hanoi VNA in English 0730 GMT 14 Sep 79 OW]

DROUGHT IN SOUTH--Hanoi, 16 Sep--All nine Mekong River delta provinces are taking emergency measures to save more than 50,000 hectares of the current main rice crop from drought. Since early September, ricefields in the Mekong River delta have been stricken by drought as a result of a prolonged hot spell. Tien Giang and Hau Giang provinces have been strengthened with more than 130 mechanical pumps to water 23,000 drought-stricken hectares. Peasants have also built more small irrigation works, and dredged old canals. Dozens of boat-mounted pumping units have been sent to the districts. In Ho Chi Minh City, more than 1,500 of the 7,300 hectares of rice and subsidiary crops have been saved. [Text] [Hanoi VNA in English 0712 GMT 16 Sep 79 OW]

COLLECTIVIZATION IN SOUTH--Hanoi, 10 Sep--Twelve southern provinces including nine in the Mekong River delta have formed 12,437 production collectives and 491,364 peasant households or 31 percent of the agricultural population. The organized peasants are working on 453,400 hectares of ricefields or 24 percent of the tilled land. The Mekong River delta province of Cuu Long leads the agricultural collectivization with almost 70 percent of peasants households in production collectives. Thanks to collective farming, many production collectives have obtained higher rice yield in the recent summer-autumn crop. By combining stock breeding with cultivation and developing sidelines trades in production collectives, the incomes of their members are higher than those working individually. Many collectives have sold surplus rice to the state. All the Mekong River delta provinces are consolidating production collectives and planning to form more agricultural cooperatives. [Text] [Hanoi VNA in English 0240 GMT 10 Sep 79 OW]

LAND RECLAMATION IN SOUTH--Hanoi, 3 Oct--Lam Dong Province on the Central Highlands in the past nine months reclaimed 17,000 hectares of virgin land of which almost 9,000 hectares were put under food crops. The state has invested in hundreds of kilometres of irrigation canals and 20 small sized water conservancy projects in the newly opened areas. In the past three years, the province has received 57,000 new settlers from Ho Chi Minh City and northern provinces. The two Mekong River delta provinces of Long An and Ben Tre in the same period cleared 3,500 hectares of virgin land. They have put 1,500 hectares under rice. Ben Tre has also marked out an area of 1,000 hectares to raise shrimps for export. [Text] [Hanoi VNA in English 0241 GMT 3 Oct 79 OW]

FISH REARING--Hanoi, 30 Aug--Vietnam has set up 11 fish-rearing companies, 27 fresh and brackish water fish farms, and 145 hatcheries. These are earning the state 1.5 or 2 million dong a year. Locally run fish farms have also been built at 80 percent of the agricultural cooperatives in the north. They account for 10 or 30 percent of total cooperative income. Fish are also raised in shallow fields in mountain areas, in the Red River and Mekong River deltas, and in reservoirs at Thac Ba, Cam Son and Ke Go. Each can yield tens of thousands of tons a year. In the current movement to multiply fish from the pond kept by the late President Ho Chi Minh in Hanoi, more than 1,600 special ponds have been built, totalling 1,500 hectares. The national target for this year is 200,000 tons of fish and next year it will be 300,000 tons. [Text] [Hanoi VNA in English 0754 GMT 30 Aug 79 OW]

IRRIGATION PROJECTS--Hanoi, 5 Sep--Since the beginning of this year, all the provinces from Thuan Hai southward have built more than 7,700 irrigation works to water 774,000 hectares of rice and subsidiary crops. In the current high water season, the Mekong River delta provinces of An Giang and Dong Thap have erected more than 2,500 dams and dozens of kilometres of dykes to protect 50,000 hectares from submersion. People in Thuan Hai, Dong Nai and Song Be provinces and in Ho Chi Minh City are building reservoirs and sinking wells for tens of thousands of drought-stricken hectares. Due to a prolonged hot spell, almost 18,000 hectares of newly-transplanted main rice in suburban districts are now under drought. The municipal irrigation service has mobilized more than 60 mechanical pumps besides three electric pumping stations for the anti-drought campaign. In Cu Chi and Hoc Mon districts, more than 3,000 hectares have been saved. [Text] [Hanoi VNA in English 0314 GMT 5 Sep 79 OW]

CSO: 4220

HEAVY INDUSTRY AND CONSTRUCTION

BRIEFS

FACTORY PRODUCTION BOOSTED--Hanoi, 5 Sep--Factories in southern provinces are boosting production in an emulation drive for the national day. The Di An rollingstocks factory in Song Be Province, northeast of Ho Chi Minh City, has built 18 carriages, repaired 42 others, and restored five locomotives. Workers have introduced 68 technical innovations, and turned out 40 kinds of spare parts from local materials. At the Chi Hoa carriage factory in Ho Chi Minh City, young workers have worked overtime to restore 38 carriages left in disrepair. The ship building plant of Hau Giang Province in the Mekong River delta has completed a 250-ton barge, refloated another barge, and restored seven vessels. A production line with a yearly capacity of 5,000 tons has been put into operation at the Ho Chi Minh City's cement plant which can produce 20,000 tons a year. [Text] [Hanoi VNA in English 0311 GMT 5 Sep 79 OW]

RUBBER PRODUCTION--Hanoi, 21 Sep--Rubber output achieved by plantations in southern provinces in the past eight months surpassed their plans by 3.4 percent. The volume of rubber latex for export also increased by 4,145 tons compared with last year, the highest so far since the liberation of southern Vietnam. The average rubber yield was 1.5 tons per hectare. The Dong Nai Rubber Company, the model unit in rubber production, has overfulfilled its plan by 10 percent. By combining hand labour and mechanization, almost 20 rubber plantations have fulfilled 80 percent of the state plans for land reclaiming and rubber growing. The Ou-Prong rubber plantation in the Central Highland Province of Gia Lai-Kontum has newly planted 535 hectares of rubber. In the coming months, the rubber plantations will step up the harvest and processing of rubber for export. [Text] [Hanoi VNA in English 0236 GMT 21 Sep 79 OW]

CSO: 4220

LIGHT INDUSTRY

BRIEFS

HO CHI MINH CITY EXHIBITION--Hanoi, 4 Sep--An exhibition on the achievements of Ho Chi Minh City during the past four years was opened on 2 September on the occasion of the 345h anniversary of the August revolution and the 2 September national day. Present at the opening ceremony were Vo Van Kiet, alternate member of the Political Bureau of the Communist Party of Vietnam Central Committee, secretary of the city party committee; and Mai Chi Tho, member of the party Central Committee and chairman of the city people's committee. The exhibition, one of the biggest held in the city since liberation, is participated by 35 units and branches with more than 100 pavilions and hundreds of thousands of articles and pictures. Small industries and handicrafts occupy a large part of the exhibition with the display of wickerwork, lacquerware, turtle shell articles, children's toys, garments and others. In the past four years small industries and handicrafts have created jobs for more than 150,000 people and introduced 16,000 innovations. The exhibition also reflects the city's efforts to ensure self-supply of raw materials and equipment to boost production. [Text] [Hanoi VNA in English 0256 GMT 4 Sep 79 OW]

HCM CITY SMALL INDUSTRY--Hanoi, 14 Sep--In the past 8 months, small industry and handicrafts in Ho Chi Minh City achieved a gross output value of more than 473 million dong. The small industry and handicraft company has taken measures to increase output of certain products including metal goods for everyday use, mechanical engineering products for use in agriculture, soap, children's toys, jute carpets, and palm-leaf articles. It has also planned exchanges with the provinces for raw materials. [Text] [Hanoi VNA in English 0233 GMT 14 Sep 79 OW]

SMALL INDUSTRY COLLECTIVIZATION--Hanoi, 27 Sep--One hundred and sixty-four cooperatives and 2,510 production teams of small industry and handicrafts have been formed in Ho Chi Minh City. These establishments employ more than 109,000 workers, or 73 percent of the small industry and handicraft workforce. Ninety-one point five percent of the textile, leather and tailoring workers have joined collective production. [Text] [Hanoi VNA in English 0233 GMT 27 Sep 79 OW]

CSO: 4220

TRANSPORTATION AND COMMUNICATIONS

BRIEFS

NEW BRIDGE IN LANG SON--After nearly 2 months of construction by bridge construction corporation No 1 of the ministry of communications and transportation, the Ky Lua suspension bridge over the Ky Cung River has been completed and opened to traffic, thus linking the northern part of Lang Son City with the southern part. [Hanoi Domestic Service in Vietnamese 1100 GMT 4 Sep 79 BK]

ECONOMIC MANAGEMENT PROBLEM--NHAN DAN today, dealing with economic management, says that while many localities have received materials and goods from the central level, these items have not been shipped further than transit terminals while districts, factories and agricultural cooperatives are crying out for them. This is due to a shortage of motor transportation facilities and gasoline. The paper urges localities to make full use of other rudimentary transportation facilities such as improved carts drawn by man, horse and cattle and semi-mechanized trucks to expedite the shipment of these materials and goods to the user units. [Ho Chi Minh City Domestic Service in Vietnamese 1200 GMT 18 Sep 79 BK]

CARGO HANDLING IMPROVES--Hanoi, 24 Aug--Since the beginning of this month, workers at the Saigon harbour in Ho Chi Minh City have unloaded 51,000 tons of food, an increase of 2.5 times over the previous months. The workers have contributed 16 innovations to complete cargo handling for foreign ships before schedule. The harbour has launched a new emulation drive to accelerate the unloading of aid shipments. [Text] [Hanoi VNA in English 0302 GMT 24 Aug 78 OW]

CSO: 4220

LABOR

BRIEFS

YOUNG LABOR VOLUNTEERS--Hanoi, 4 Sep--A grand meeting was held in Ho Chi Minh City on September 2 in honour of more than 3,000 members of the 3d Young Labour Volunteers Brigade who recently returned to the city after fulfilling the task of economic building and national defence on the south-western border. Present at the meeting were Vo Van Kiet, alternate member of the Political Bureau of the Communist Party of Vietnam Central Committee, secretary of the city party committee; and Mai Chi Tho member of the party Central Committee and chairman of the city peoples committee, and representatives of various mass organisations. On behalf of the city people, Mai Chi Tho inquired after the health of the young labour volunteers and their families and commended their achievements over the past three years. The 3rd Brigade was set up in May 1976 for economic building and services in support of fighting along the Vietnam-Kampuchea border. [Hanoi VNA in English 0300 GMT 4 Sep 79 OW]

CSO: 4220

HEALTH, EDUCATION AND WELFARE

BROAD EDUCATIONAL REFORMS TO HELP ATTAIN IMPERATIVE GOALS

Hanoi NHAN DAN in Vietnamese 25 Aug 79 pp 1, 4

[Editorial: "Educational Reform"]

[Text] Implementing the resolution of the Fourth Party Congress, the VCP Central Committee Political Bureau has issued a resolution on educational reform. This is a fact of important significance in the ideological and cultural revolution. Our education has scored many great achievements and created precious experiences. Under the difficult conditions of a backward economy and continual war, we have built a network of perfected schools and classrooms ranging from day nurseries to colleges and extending to hamlets, and a unified socialist education serving the revolution and working people. These achievements are a solid basis for our education to move to a higher level.

On the basis of the line on socialist revolution and the targetted development of the Vietnamese society of the future, the Political Bureau has proposed the following goals for education to strive to achieve:

- To educate the young generation to become working people, who are the masters of the collective and are fully developed;
- To achieve compulsory education among the people as a whole and to gradually reach the level of general middle-school education;
- To train the new labor force to acquire a specialized vocation, qualities and capabilities, in conformity with the need for division of labor in the socialist large-scale production.

These are the necessary requirements for the construction of a socialist Vietnam having modern industrial-agricultural economy, progressive culture and science-technology, strong national defense and a civilized happy social life. This is the road that leads to the formation of generations of new Vietnamese, who are the masters of the collective, are creative in labor, love their country and socialism, and are internationalists in spirits.

The achievements of our country's socialist education are very great, but they have not yet satisfied the above-mentioned requirements, for there are many weaknesses and shortcomings remaining right in the current educational system and in the concept of our people and cadres about the educational work. To conduct a broad reform aimed at renewing the educational system on the basis of a change in the thinking of society along the party's line and view on education is also a necessity to move our education to a new stage.

All of us must overcome the wrong concepts about the role and purpose of education, such as failing to see fully the extremely important position of education in regard to the building of socialism, the collective ownership right and the new man in the defense of the fatherland; failing to see its role in regard to each of the three revolutions; separating the educational work from the task of preparing the labor force for the national construction; considering learning a means to get a less strenuous job, to acquire fame, etc.

In the educational reform, it is necessary to make education fully absorb the principle of learning going hand in hand with practice, education being combined with productive labor, the school being closely linked with the society. The principle of education is the application of the law of forming the new man to the educational work. The principle of education influences the entire organization and activities of the new educational system, which is aimed at reaching at any cost the goal of training the new man being fully developed in terms of his mind, thinking, feelings, ability to act in a practical manner and health. On the one hand, education must organize students to actively accept the cultural values of mankind and the nation; on the other, it must organize students to take a part appropriate for their age in the practical activities in the society.

The process of applying the principle of education to the educational work is that of overcoming an old weakness of our schools left behind by the colonial and feudal schools, namely, teaching and learning only theories, separating from practice and learning by the cramming method, and at the same time preventing any pragmatic tendencies leading to limiting the development of the mind.

The new educational system will open up the possibility of caring for and educating the young generation from birth to maturity and letting all the young people go to school first to finish the basic general education, then gradually to finish the general secondary education in its many forms and to get good preparations for continuing to a more advanced level and to enter professional training. The new educational system will also consist of many types of schools and many forms of learning being linked together, in school and on the job, and be aimed at training the new labor force and offering continued learning to every working man. The network of schools and classrooms will suit better the economic structure of the country as a whole and of each locality.

The substance and method of education will be renewed to offer total and professional education, to reflect in time the social and scientific and technological progresses and to develop the activeness of students and aptitude and strengths of individuals.

The resolution on educational reform emphasizes the key role of the contingent of teachers and educational-management cadres. With the function of "the revolutionary combatants on the ideological and cultural front," teachers carry on the task of "caring for and educating the young generation." They must strive to measure up to these standards: "having a noble heart, having the necessary knowledge, having the socialist personality, deeply loving their profession and the children and striving hard for the future of the young generation." Although our contingent of teachers is in many aspects far from strong, it is a numerically large one, capable, experienced, endowed with fine qualities and able to fulfill the new tasks.

The educational reform requires us to take many measures in connection with textbooks, schools and facilities, teaching equipment, management organization and scientific research. In order to make the reform succeed, we must launch a mass movement among teachers, students, families, society, sectors, mass organizations, etc. to emulate one another to build new schools, under the leadership of party organizations.

The emulation movement to respond to the resolution of the Political Bureau on educational reform will create favorable conditions for the educational sector and make society as a whole absorb the party's line and view on education, praise the good, criticize and correct the wrongdoings, turn all collectives into organizations to educate the new man and turn streets and hamlets into the social environments that are favorable for the formation of the new man.

5598

CSO: 4209

HEALTH, EDUCATION AND WELFARE

FULL TEXT OF RESOLUTION ON EDUCATIONAL REFORM MADE PUBLIC

Hanoi NHAN DAN in Vietnamese 25 Aug 79 pp 1, 2, 3

["Text" of resolution: "Resolution of Political Bureau on Educational Reform"]

[Text] On 11 January 1979, the VCP Central Committee Political Bureau issued Resolution No 14-NQ/TW on educational reform. Here is the full text of this resolution:

I - New Stage Requires Reform

1 - With the resistance against America for national salvation being totally victorious, the Vietnamese revolution has switched to a new stage, the stage of the entire country entering the socialist revolution and moving quickly, vigorously and steadily toward socialism.

The Fourth Party Congress has set forth the common line on the socialist revolution in our country. According to this line, through the process of strengthening the proletarian dictatorship, developing the collective ownership right of the working people and carrying on at the same time three revolutions -- the revolution about the production relationships, the scientific and technological revolution and the ideological and cultural revolution, with the scientific and technological revolution being the key one -- we will gradually build the system of socialist collective ownership, the socialist large-scale production, the new culture and the new man.

The socialist collective ownership system consists of many aspects: political, economic, cultural and social ownership; mastery of society, nature and one's self; mastery within the country as a whole, within every locality and within every production installation; the collective ownership right of the social community, being harmoniously combined with the true freedom of individuals, creates a growing solidarity between individuals and collectives.

The economic base of the socialist collective ownership system is the socialist large-scale production based on the system of public ownership of the means of production, which comes in two forms -- all-people ownership and

collective ownership -- and is achieved by stepping up the socialist industrialization of the country and creating in the country as a whole a modern industrial-agricultural economic structure. The Fourth Party Congress has proposed that we strive to basically complete in about 20 years the socialist industrialization task, to move our national economy from the small-scale production to the socialist large-scale production and to build a strong material and technical base for socialism. In this process, we must absolutely develop the key role of the scientific and technological revolution.

Socialism creates a civilized and happy life, with the new culture and the new socialist man; at the same time, the new man is a factor that determines the total victory of socialism.

The new culture has a socialist substance and national nature, bears the character of the party and the people and is built on Marxism-Leninism and the concept of socialist collective ownership. It harmoniously combines the peculiar quintessential cultural traits of the fraternal nationalities in the Vietnamese fatherland, crystallizes and heightens what is finest in Vietnam's 4,000-year cultural traditions and at the same time absorbs what is has selected from the achievements of human civilization.

The Fourth Party Congress has stated that the new Vietnamese are those who have such outstanding characteristics as the spirit of collective mastery, creativity in labor, patriotism and love for socialism and proletarian internationalism. They are the men who have the right ideas, fine sentiments and the necessary knowledge, technical capacity and physical strength to be the masters of society, nature and their selves. They are the working people who have revolutionary enthusiasm, honesty and modesty; unite with and assist one another to progress; respect and protect public properties; and work with discipline, technical knowledge and high productivity. They are the men who have a deep love for the socialist fatherland coupled with a pure spirit of proletarian internationalism, a rich collective life, a harmonious family life and a healthy personal life.

The formation of generations of new socialist men and the political, economic, cultural and social achievements help to create in our country a beautiful, civilized and happy society even though the economic conditions have not yet been highly improved. This society is built on this basic moral principle: "One for all and all for one." Thus our socialist Vietnamese fatherland can contribute more actively to the common struggle of the people of the world for peace, national independence, democracy and socialism.

An important part of the ideological and cultural revolution and an important factor promoting the country's economic, cultural, scientific and technological development, education has great effects on the victorious fulfillment of the above-mentioned historic task. Education in its broad sense is a factor that determines the training of talents for our people's great revolutionary undertaking.

For the young generation, education must be carried on continuously from childhood to maturity and aimed at developing the sprouts which will become the new men and, from there on, train a new labor force having revolutionary morality, scientific and technological knowledge, technical capacity and good health to respond to the increasing needs of the socialist construction. For adults, education must achieve the popularization of culture and heightening of scientific, technological and managerial capabilities along with the political and ideological training and create favorable conditions for the working people to develop to a high degree their collective-mastery concept and ability in the socialist revolution.

2 - To respond to these needs we have a favorable base: the proud achievements of education in the last 20 years.

In the northern part of our country, in the past, although the economy had been poor and the country as a whole had a war to fight, the socialist education was formed and was ceaselessly developing. Illiteracy was basically wiped out; the cultural level of the working people has been raised in an important step; among the young, the popularization of level-II general education is being completed and level-III general education is being widened everyday. In the highlands, the network of schools and classrooms now extends to the villages. The network of vocational schools and colleges has been developed at a pretty fast pace. The educational work underwent many improvements. The socialist schools were serving better and better the revolutionary movement throughout the country. Those achievements in the educational field clearly made important contributions to our people's socialist construction and resistance against America for national salvation. The socialist education created a generation of young people, who deeply loved their country and socialism and were brave and intelligent in labor and combat, and at the same time a large contingent of white-collar workers and technical workers. Thanks to their cultural background, the working people for the first time displayed the collective-ownership concept and ability in production, construction and economic and social management. Thanks to their cultural background, the people's armed forces quickly grasped the military science and technology, steadily moved on the road to becoming a regular and modern army and proudly contributed to the great victory in the spring of 1975.

In the newly-liberated zones, relying on the great strength of the revolutionary education throughout the country, we quickly eliminated the U.S.-puppet reactionary educational system and established a new educational system ranging from general to college education and having the socialist character for the first time. Illiteracy is being wiped out; the supplementary education movement is being developed further. The children of working people, who were long kept in a state of ignorance, have gone to school in large numbers. The network of general schools, vocational schools and colleges is being expanded. The great majority of the teachers who had been working under the old regime has been recruited into the new educational system and received initial political and professional training. The training of new teachers is being stepped up in all of the provinces and cities in the South. The unification of the educational system throughout the country is being completed.

The "Good teaching, good learning" emulation movement, proposed by President Ho Chi Minh back in 1961, led to the blooming of typical progressive acts in education, created many precious educational experiences and allowed us to both ceaselessly raise the overall educational quality and develop education on a larger scale. Many progressive kindergartens knew how to rely on the people to provide education to all children 3-6 years of age and began to improve their method of rearing and teaching to maintain the children's health and to make them behave well. Following the example of Bac Ly (Ha Nam Ninh Province) Level-I-and-II General School, many progressive general schools were doing a good job as they combined learning with practice and teaching for development of the mind with teaching of labor; improved the substance and method of teaching; properly coordinated the activities of schools, families and the society; and strived to achieve the popularization of general education among children of the right ages and to raise the overall quality of education. Learning from the experience of Hoa Binh Socialist Labor Youth School, a number of progressive work-study general schools succeeded in training the youths to understand socialism, to have general-education background and technical and economic knowledge and to know how to work to get high productivity. Many progressive supplementary education schools devised new learning methods, successfully combined general cultural knowledge with technical and economic knowledge in conformity with their students' activities and work and thus attracted large numbers of cadres and working people, who attended their courses on a regular basis. Following the brilliant example of Cam Binh Village (Nghe Tinh Province), a number of villages where the educational movement had been progressive knew how to link education with the three revolutions in the countryside; established a rational educational system among the villages, which consisted of many types of schools and classrooms to accommodate all people; and at the same time built the people's collective ownership system in education, thus creating a convenient social environment for the education of the young generation.

In the college and vocational education system there also appeared many progressive vocational schools and some progressive colleges and college departments. By unrelentingly carrying on the new training method, namely, "teaching and learning being combined with productive labor for various occupations, with scientific experiments and research," these progressive units were training new classes of scientific, technical and professional cadres, who closely associated with the working people and knew how to develop major effects in the real production and work.

To exploit the great achievements of the socialist education and the typical progressive acts in education as mentioned above is a very important condition to ensure that education in our country will continue to develop vigorously in the new revolutionary stage.

3 - However, as compared with the needs of the revolution in the new stage, the educational work still has many weaknesses and shortcomings.

Our socialist education has quickly developed in terms of quantity, but its overall quality remains poor. The substance and method of education have not

fully absorbed the principle of learning going hand in hand with practice, education being combined with productive labor and the school being closely linked with the society. In many aspects, our education has failed to keep pace with the development of society and science and technology, nor has it effectively responded to the new needs of the socialist revolution in our country.

The present educational system has not yet provided the right training for the young generation to have the qualities and capabilities of the new man, nor has it fully prepared students for entering the socialist large-scale production and the new socialist way of living. Still many children have not yet been attracted to day nurseries and kindergartens, where the quality of education generally is low. Graduates from general schools have not been prepared up to the necessary levels of concept, capabilities and health to become a new kind of working people. With the contents of education as offered by the general schools being far from comprehensive, these schools primarily teach only general cultural knowledge and underestimate technical and managerial knowledge; since their educational method is somewhat simple and old-fashioned, with little stress put on practice and productive labor, they do not develop the intelligence and creativity of students. About cultural and scientific knowledge, they do not stick to Vietnam's realities and keep pace with modern scientific achievements. Importance is not appropriately attached to ideological, political and moral education, which in turn is not effective, systematic and lively enough, nor truly suitable for students of different age groups. The degree of nationwide popularization of general education is still low in comparison with the need for economic and cultural development in the new stage.

The present educational system also fails to ensure the formation of the new labor force having staunch revolutionary determination and a level of knowledge, work behavior and way of living suitable for the need of the socialist large-scale production. The present general-education system does not do a good job in terms of preparing for vocational training, although the country is urgently demanding that the youths take part in large numbers in production and construction upon reaching the working age. The vocational-and-college-education system is still weak in these aspects: training of technical and professional workers and civil servants; training of management cadres; training of technical and professional cadres having a good ability to do practical work; and training of scientific cadres of high level. Many colleges and vocational schools are not yet linked with production installations and scientific research facilities, which in turn have not yet clearly determined their own responsibility toward the training of cadres and workers. There are weaknesses in the quality of training; graduates do not truly understand Vietnam's realities so as to be able to help to effectively alter these realities; many of them do not really like their occupations and do not have enough revolutionary enthusiasm to overcome difficulties and hardships and to be deeply engaged in science-technology and the realities of production and management; the habit and desire for self-teaching and regular self-training in political, ideological and specialized subjects remain weak.

The present educational system also fails to ensure regular and broad learning for the majority of the working people so as to continuously raise their ability to be collective masters. The network, contents and method of on-the-job learning -- in general culture as well as in technical and professional subjects -- are still too narrow and simple and thus do not create favorable conditions for the working people, particularly workers and farmers, to widen their knowledge and to improve their skills while working.

In recent periods, education encountered a number of objective obstacles. The economy of small-scale production and the bitter and protracted war had limited our ability to develop education, particularly to improve its quality. In society there still were wrong concepts about the position, goals, contents, organization and method of education; however, from the standpoint of being subjective, there were also shortcomings and weaknesses in the structure of the educational system, in the contents and method of education, as well as in the management of education.

Therefore, in the new stage of the revolution, in order to exploit the achievements and good experiences in education, to overcome shortcomings and weaknesses, and to ensure for education a full response to the strategic task of building and turning Vietnam into a socialist country having a modern industrial and agricultural economy, progressive culture and science-technology and strong national defense, as well as a civilized and happy life, we cannot be satisfied with normal reformatory measures, but instead we must conduct an in-depth educational reform in the entire country to make education be linked more closely to and serve even better the socialist construction and the defense of our people's socialist fatherland.

II - Guidelines, Substance of Reform

1 - The goals of the educational reform this time are:

a. Properly care for and educate the young generation right from childhood to maturity so as to create the all-important initial base for the new Vietnamese man -- the working man who, as the totally-developed collective master, inherits and continues our people's revolutionary undertaking, fully devotes himself to working for the socialist construction and is ready to fight to defend the fatherland.

To care for and educate children from infancy to the age of 6 has extremely important effects on the formation of the new socialist man. We must have long-term plans and active measures to mobilize and organize society as a whole to shoulder the task of caring for and educating the nation's young generation, widely extending the network of day nurseries and kindergartens from cities to the countryside and building this network to make it an intimate part of the national educational system. Gradually attract and admit all children of the right age groups to day nurseries and kindergartens; strive to raise the quality of the rearing and teaching task in order to promote favorable development of children's physical strength, emotions and intelligence; and prepare them properly for admission to general schools.

We must strive to let children from the age of 6 years to maturity have a full opportunity to learn up to the level of general secondary education and be properly prepared for vocational training. Teach the young generation love for the socialist fatherland, pure proletarian internationalism, the collective ownership concept, solidarity, friendship, love for people, love for labor, love for science, the concept of organization and discipline, respect and protection for public properties, honesty, courage, modesty, etc. Train the young generation to give it a basic cultural knowledge, to develop scientific thinking and talents and to have esthetic sense and the habit of following hygienic notions and building body strength.

Strive to achieve a system in which the entire society cares for, brings up and educates children and allows them to learn in an equal manner, without having to rely on any particular family, nationality and locality situations.

b. Achieve the popularization of education for all people, help to build the collective ownership right for the working people and create favorable conditions for carrying on the three revolutions. Strive to enable workers, farmers and all working people in all localities and of all nationalities to fully enjoy the right to learn and to gradually reach the level of general secondary education so as to ceaselessly heighten the concept of collective ownership and the ability to carry it out, as well as to carry on the three revolutions and to build socialism successfully. Attach importance to developing education where the minority people live in order to eliminate differences among the nationalities with respect to their economic and cultural levels and to develop the cultural quintessence of each nationality so as to further enrich Vietnam's common culture.

c. On an increasing scale train the new labor force in acquiring political qualities and revolutionary morality and reaching the scientific, technical and managerial levels suitable for the labor division requirements in the socialist large-scale production.

Vocational education must be developed on a large scale and aimed at forming a large body of technical and professional workers and civil servants having specialized occupations that agree, having political qualities and revolutionary morality, having good occupational skills, knowing how to work in discipline and with good techniques, reaching high productivity, showing great-industry work behavior and having good health suitable for their occupations; at the same time, it must form a large body of management, science-technology and professional cadres, with balanced distribution of specializations, levels and patterns suitable for the country's economic and cultural development projects and plans, who have both good political qualities and great specialized skills so as to resolve step by step the scientific, technical and managerial problems caused by our country's realities.

In the course of our striving to achieve the above-mentioned goals, education will show its great effects on the three revolutions and the defense of the fatherland and make an active contribution to turning Vietnam into a prosperous socialist country having a civilized and happy life.

2 - In the educational reform this time, we must make education absorb more fully the principle of learning going hand in hand with practice, education being combined with productive labor and the school being closely linked with the society. This principle determines the substance, method and structure of the educational system and makes the educational work become closely linked with the socialist construction in our country.

The above-mentioned educational principle originates from the basic views of Marxism-Leninism and our party on the new man. The new man is both a conscious subject and a product of the new Vietnamese society. Only through the combined results of the collective ownership system and the three revolutions, the actual social activities, labor and struggle in the course of moving toward socialism can we form the new man being the collective master and being fully developed. In the educational task of schools, we must organize students to make them on the one hand actively and systematically receive the basic cultural values of mankind and the nation and, on the other, actively participate in the practical activities in society to a degree suitable for their age -- a participation that helps the young generation to gradually reach maturity. To fail to grasp the basic cultural values of the nation and mankind means to be unable to participate consciously and effectively in the practical activities of society; conversely speaking, not to participate in an active and organized manner in the practical activities of society means to be unable to grasp and develop such cultural values.

Learning going hand in hand with practice must be aimed at fully building the socialist personality of students, developing scientific thinking and revolutionary sentiments, strengthening the concept of and capacity for intelligently applying what they have learned to solving the problems in life and turning knowledge into faith serving to guide action. We must absolutely overcome the way of teaching and learning only theories, being cut off from practical matters and based on cramming, which the old education has left behind and now exists in our socialist schools, and at the same time prevent any pragmatic tendencies that lead to limiting the development of the new Vietnamese man's mind.

Since productive labor is the primary practical activity of men in the new society, to combine education with productive labor is the basic substance of the effort to combine learning with practice in the socialist schools. This combining effort is aimed at:

- Linking theory with practice, applying scientific knowledge to production and construction, developing scientific thinking and technical thinking;
- Training in the new labor concept and habit, developing a sense of pleasure in working for the common interests, building revolutionary sentiments toward the working people;
- Achieving a scientific harmony between manual labor and mental labor and ensuring smooth development of students' mind and physical strength.

In general schools, productive labor must have a synthetic technical nature, i.e., it links science and technology with production, teaches students a general knowledge of modern production and our country's production realities, makes them grasp general labor skills and be familiar with tools and machines, teaches them the sense of responsibility and habits with respect to labor and properly prepares them for vocational training. From their tender age, children must receive labor education through activities intended for both fun and usefulness and in the form of work demanding some technical skill but simple and suitable for their age. At the age of 14-15 and over, in addition to gradually raising their cultural and scientific knowledge, students must participate fully in productive labor, to a degree suitable for their age, by means of technical measures and more and more modern tools and contribute to producing material wealth for society.

In vocational schools and colleges, productive labor must be linked with specialized occupations and scientific research and experiments. Productive labor in vocational middle schools and trade schools must be linked with practical training of occupational skills, for the purpose of both consolidating and raising knowledge and making products that satisfy the established standards. In colleges and advanced schools, productive labor is, first of all, applying scientific and technical knowledge to solving practical problems caused by the country's production and management realities.

The school being closely linked with the society is the condition and at the same time the result of combining learning with practice and serves to exert great effects on the steady formation of students' socialist personality. We must organize students, teachers and teaching cadres to let them participate, to an appropriate degree, in social activities and mobilize the schools for actively contributing to the construction of the new society, using their own labor force and very great scientific potential for the three revolutions and the defense of the fatherland and, through this undertaking, training their students, teachers and teaching cadres in the concept of collective ownership and in the ability to carry it out. The mass organizations; the economic, cultural and social sectors; and the production installations and scientific research organizations must closely cooperate with the schools and actively participate in educating the young generation, training cadres and workers and, more particularly, helping them to care about students' learning and work, to assist teachers and teaching cadres, to contribute to building the material and technical base for the schools and to create a favorable environment for training of the new man.

3 - The primary substance of the educational reform this time consists of three aspects: reforming the educational system structure, reforming the substance of education and reforming the method of education.

a. About the educational system structure, reform is aimed at caring for and educating better the young generation, training better the labor force and the ranks of scientific, technical and managerial cadres for the country and opening up permanent learning opportunities for the working people, thus quickly carrying out the socialist industrialization and national

modernization. The new educational system must be in conformity with the disposal and reorganization of social labor and the building of a modern economic structure; it must include schools and classrooms that are linked together in a rational and flexible way and create for everybody, young or old, of school age or currently working, an appropriate opportunity to continuously raise his knowledge.

Quickly develop day nurseries and kindergartens of good quality, unify early their network and turn it into the educational system for the sprouts to attract all children from 2 months to 6 years of age and to prepare them properly for entering general schools.

Build new general schools and expand their network so as to achieve total education of the young people ranging from 6 years of age to maturity and to prepare the youths for entering vocational training to become workers or going to college. As an immediate job, complete the popularization of primary general education and at the same time gradually achieve, by many forms of action, the popularization of general secondary education. Closely link the general educational system with the vocational and college educational system so as to make the former properly carry out its function of preparing students for admission to vocational schools and colleges and to make the latter fully develop the achievements of the former. In the general educational system, we must open general schools and classrooms for the gifted students and handicapped children (the blind, deaf, mute, mentally retarded ones, etc.).

In the vocational and college educational system, we must quickly build and perfect the trade school network, which includes the trade schools and classrooms operated by the enterprises, in order to train the ranks of technical and professional workers and civil servants in satisfying the ever increasing needs of the socialist industrialization and national modernization. At the same time, actively expand and perfect the network of colleges, advanced schools and vocational middle schools at the central and local levels in accordance with the country's need for economic, cultural, social and defense development. Closely link the vocational schools and colleges with the production installations and scientific and technical research organizations.

In addition to the network of regular schools, we must attach great importance to developing a network of after-working-hours schools and classrooms (not to be completely separated from production) in many flexible forms, including the schools and classrooms that provide advanced cultural and occupational training in the people's armed forces, to make sure that the working people have the favorable conditions to improve their general knowledge and occupational skills; to raise the level of cultural, scientific and technical understanding; to develop talents; and to offer more and more to the socialist fatherland.

We must determine a rational school network model covering all central and local, district and provincial levels and in conformity with the economic structure, disposal of labor and distribution of population in different localities and in the country as a whole.

b. About the substance of education, reform is aimed at raising the overall quality of education and creating new classes of working people being masters of the collective and capable of shouldering our people's socialist construction.

We must strengthen political and ideological education. Teach Marxism-Leninism, the communist ideals, the line and policies of the party, the fine national traditions and the new morality of the working people or masters of the collective. In addition to teaching the revolutionary theory and building the scientific conception of the world and the communist philosophy of life, we must train the young generation in revolutionary sentiments and a civilized way of living with respect to the relationships in the family, in society, between men, between individuals and the collective, between citizens and the fatherland, etc. The political and ideological educational task of the socialist schools must be carried on through all of the educational activities, with learning of theory being linked with practical action, and attach greater importance to the role of literature and art in teaching the revolutionary thinking and sentiments.

We must steadily modernize our curricula in connection with the learning of culture, science and technology. Select in a systematic manner the basic modern knowledges -- the ones that are close to Vietnam's reality -- to make our schools' cultural, scientific and technical teaching assets exert true effects on the formation of the scientific conception of the world and the development of students' scientific thinking and ability to act. Bring the general technical and economic knowledges into our general schools; expand the knowledge of management in the curricula of vocational schools and colleges. Through productive labor, conduct scientific research and experiments and other social activities; through advanced training, provide students with labor skills, practical abilities and the responsiveness to the application of knowledge to the country's production and construction realities.

Strengthen the teaching of esthetics through literature, art and other subjects; build the Marxist-Leninist view on esthetics and criticize any non-proletarian esthetic views; and train students to raise their ability to appreciate and create art and literature, and create healthy, pure and rich esthetic tastes.

Care about building the habit of practicing hygiene and improving body strength among students; step up physical education and sport activities; raise the quality of military training and properly prepare students about the concept of and ability to maintain combat readiness for the defense of the fatherland and protection of the revolutionary achievements.

c. About the method of education, reform is aimed at properly carrying out an organic combination of the education of man with the transformation of society and transformation of nature and developing the concept of collective ownership, self-understanding, self-sufficiency, intelligence, creativity, pure emotions and healthy habits of students in learning and training.

Apply in a uniform, unrelenting and creative manner in the general schools the method of combining learning with productive labor, scientific experiments and social and communal activities. In colleges, advanced schools and vocational middle schools, we must properly apply the method of combining teaching and learning with productive labor on the basis of specialized occupations and with scientific experiments and research. In trade schools, we must attach importance to the method of combining practice of occupational skills with production of material wealth.

In order to obtain good results from the above educational methods, we must build a close cooperation between the school and the family, mass organizations and society; determine the responsibilities and develop the role of production and scientific research sectors and installations with respect to education; and at the same time widely use the modern means of teaching and communications.

III - The New Educational System

The new educational system of our country is a unified and perfected form consisting of education of sprouts, general education, vocational and college education, a network of regular schools and classrooms and a network of schools and classrooms not separated from production and work.

1 - Education of sprouts.

The education of sprouts is a very important part of the training of the young generation to become the new socialist men and is given continuously in day nurseries and kindergartens for children from 2 months to 6 years of age.

On the basis of unified organization and large-scale development, day nurseries and kindergartens have the task of attracting all of the children of the age of sprouts, rearing them and educating them continuously, for the purpose of cultivating in them the qualities and abilities of the new men.

About the substance of education, we must pay attention to teaching them first the pure emotions and good habits, developing their observing power and imagination, practicing correct thinking and correct speaking, improving their health and building their physical growth. Try to make them express early the manifestations of aptitude and potential mental development, thus properly preparing them for learning culture in the general schools later.

About the method of education, we must attach special importance to using gentle feelings and fine impressions to shape their still-pure heart, cleverly using toys and appropriate games to provide them with total education, combining the scientific methods of physical education with modern medical measures to protect their health and to promote their physical growth and thus giving them from their early childhood good upbringing and development. We must train them in correct pronunciation, correct use of words and politeness in family and social relationships and pay attention to making them take part in joyous and healthy collective activities. The older children must

gradually familiarize themselves with learning activities to get prepared for general school. In the teaching of children of the age of sprouts, we must attach importance to the influence of the family and society around them and achieve a close coordination between the school and the family and society, while trying to avoid any unhealthy environment.

The more the education of sprouts is properly carried out, the more favorable the conditions will be for getting good quality in the general education and extending the liberation of women.

2 - General education.

The general education is the cultural foundation of a country and the future strength of a nation. It establishes a solid base for a total development of the Vietnamese socialist man and at the same time prepares the reserve labor force and source of selection for the training of workers and cadres necessary for the economic construction, cultural development and strengthening of national defense.

The general schools have the task of providing the young generation from 6 years of age to maturity with a total education and are divided into two levels: primary general school and general secondary school.

Primary general schools are a unified form from Grade 1 to Grade 9; this is the compulsory general education for all children and teenagers from 6 to 15 years of age. They have the task of providing students with a total education reaching a relatively perfected general cultural level, for them to be capable of doing general work of all kinds, having the concept of occupational selection, being ready to enter vocational training and to take part in production and social work, or continuing on to the general secondary level by taking different roads.

The substance of education as it is offered in primary general schools has a total and synthetic technical nature.

The natural sciences supply students with the basic concepts of mathematics, physics, chemistry, biology and geography in conformity with the modern views and are applied to Vietnam's reality. About the social sciences, we must attach importance to civic-education subjects and the teaching of the revolutionary morality, Vietnamese and world history, Vietnamese and world geography, Vietnamese language, Vietnamese literature and fine literary works of the world. Attach importance to teaching students a foreign language. Through advanced training give them initial esthetic knowledge and habit.

Students of primary general schools must have general technical knowledges, such as normal knowledges of agricultural technology, principles of design and operation of tools, designs of simple machines and use of common tools of production; at the same time, they get for the first time methodical labor education to promote labor readiness, a sense of responsibility in labor and the habit of working in an organized manner, with technical knowledge and

a great-industry work behavior. In the upper grades, students need guidance to know the general characteristics of the occupations they will choose.

In primary general schools, to teach students the concept and habit of practicing hygiene and developing body strength is very important.

About the method of education, we must attach importance to encouraging students to take initiative in learning and to acquire the habit of self-teaching. Along with cultural learning, we must organize them to participate in productive labor to a degree suitable for their age. Strengthen their communal and social activities through the Ho Chi Minh Vanguard Teenagers Unit and the Ho Chi Minh Children's Unit.

After having graduated from primary general schools, students can continue and go to various kinds of general secondary schools or vocational schools, particularly the trade schools, or participate in labor in production installations (in this case, these production installations have the responsibility to open schools and classrooms providing occupational and cultural training, thus helping these young working people both to work and to study).

General secondary schools, from Grade 10 to Grade 12, have the task of raising and perfecting the general cultural level for those students who have graduated from the primary general schools. After having completed the general secondary level, students can enter colleges, advanced schools and a number of vocational middle schools and trade schools which require a higher cultural level or go straight into productive labor. In the general secondary school network, in addition to the regular kind of schools, we must properly develop work-study schools for the benefit of young people.

The substance of education as it is offered in general secondary schools also has a total and synthetic technical nature, but more attention is paid to developing the strengths and aptitude of individuals.

The natural and social sciences as they are taught in general secondary schools will supply students with a knowledge of modern scientific theories, which are selected to go closely with Vietnam's reality. This knowledge of nature, society and man is the scientific base that helps students to perfect for themselves the scientific conception of the world and revolutionary philosophy of life and to feel confident as they embark on working with the realities of our country's revolution, production and construction.

In addition to learning the natural and social sciences, students also learn about management and technology (engineering, electricity, crop growing and animal husbandry) and about how to use the machines that are common in production and everyday life so as to have a general knowledge of all of them.

General secondary school students must learn well a foreign language in order to raise their learning power, to study modern science and technology and to absorb the rich cultural treasure of the world.

In general secondary schools, we must attach importance to the teaching of esthetics and art (music, fine arts, etc.), body exercises and training, cultural and artistic activities, physical education, sports and military training.

In order to develop the strengths and aptitude of each student and at the same time to prepare for proper fulfillment of the country's needs for economic and cultural development and consolidation of national defense, the division of departments in general secondary schools must be achieved in a rational manner on the basis of total education.

The characteristics of the general secondary-level educational method are to smoothly combine cultural learning with productive labor, scientific experiments, social and communal activities and to make sure that the young students can consolidate and heighten their knowledge, develop scientific and technical thinking, raise their concept and skills, form the new labor habit and develop more vigorously the quality of being active and their collective ownership role through the process of both learning and participating in the transformation of nature and society to an appropriate degree.

We must attach importance to raising the desire, habit and method of self-teaching for students and providing them with guidance about how to study scientific publications, to discuss specialized subjects, to record data and to conduct scientific experiments.

3 - Vocational education.

Trade schools have the task of training the ranks of technical and professional workers and civil servants having good political qualities, occupational skills and health. In addition, they also have the task of coordinating the activities of general schools, production installations and scientific management organs, for the purpose of assisting general school students in technical learning and helping to popularize scientific and technical knowledge among the working people.

Trade schools and classes form a network that follows the general-education level. Most of them select students from the youths who have completed the primary general-education level; others which teach the highly technical skills will recruit those youths who have completed the general secondary education. The network of trade schools and classes must be developed on a large scale basis and linked with industrial centers, economic zones and enterprises.

The substance of training in trade schools and classes must be total. We must attach full importance to all four aspects: the political and moral aspect; the cultural and technical aspect; training in occupational skills; and improving students' health. Training is mainly aimed at making students know thoroughly a principal occupation and at the same time know a few additional occupations sharing the same technical base as the principal one. Attention must be paid to an appropriate degree to raising the basic cultural level

and training students in the basic technical and professional knowledge, thus helping them to learn more through self-teaching. To train in occupational skills is the major need in the training of technical and professional workers and civil servants. We must think of the specialized occupations with full substance, including knowledge of technology and organization for production of specific products, operational and work skills to comply with specifications, technical capacity to fix normal breakdowns to ensure continued production, scientific labor-organizing skills, great-industry behavior and strict observation of labor discipline.

Vocational middle schools have the task of training practical cadres of secondary level in terms of technical and economic occupational knowledge and cadres of secondary level in the fields of education, culture, art, public health, etc. In the production sector, the practical cadres of secondary level play an important role; under the direction of engineers, they have the task of organizing and guiding workers as they carry out the adopted programs and set standards, or do part of the research and planning job. In the economic sector, working in a primary economic unit or an economic management organ, the specialized middle-level cadres can be directly in charge of an appropriate part in the specialized economic task.

Vocational middle schools in the regular technical and professional sectors select their students from among graduates from primary general schools; vocational middle schools in the complex technical, economic and professional sectors select their students from among graduates from general secondary schools, with priority in the selecting process given to those who have actually done work in the sector they are in.

The substance of training in vocational middle schools consists of the political and moral aspects, technical and professional knowledge, training in practical skills and improvement of physical strength. For technical cadres, we must provide additional training in economic matters; for economic cadres, we must provide specialized knowledge of technology. In the vocational middle schools which select people of primary general educational level, general culture of supplementary nature, particularly the subjects that realistically serve professional training, must be provided. In the teaching of practical skills, importance must be attached to both workers' occupational skills and technicians' practical capabilities; since the practical cadres having secondary educational level have the task of directly guiding production workers, they must receive advanced training in skills that allow them to talk and to actually work at the same time.

In addition to consolidating and perfecting the existing vocational middle schools, we must steadily expand their network with new schools and satisfy the localities' great need for secondary-level technical and professional cadres, particularly for the economic construction, cultural development and organization of living conditions at the district level.

The vocational middle school network is mainly extended within individual provinces and cities and managed by these localities. For the sectors that do not

need or cannot have training schools in their localities, the central sectors can open schools, which they directly manage by themselves.

4 - College education.

The college-education network consists of colleges and advanced schools.

Colleges have the task of training the ranks of scientific, technical and professional cadres and the ranks of managerial cadres, who have college and above-college education; are absolutely loyal to the socialist fatherland; have revolutionary ideals; have a determination to attain the peaks of culture, science and technology; have the ability to do scientific research, or to assume leadership over fulfilling the specialized tasks they are in charge of; and are potentially capable of resolving the practical problems in everyday life in connection with their profession.

In addition to colleges, we must systematically build and expand advanced schools so as to train college-level technical and professional practical cadres and to contribute to training cadres and teachers for vocational middle schools and trade schools and technical teachers for general schools.

Colleges and advanced schools both have the task of actively participating in scientific research so as to ceaselessly improve the quality of training and to contribute to serving production and developing science and technology.

In order to satisfy the need for division of social labor along the line of the socialist large-scale production, in the network of technical and economic college education, we must rationally arrange training in such a way as to gradually form the category of technical cadres specialized in technology and production leadership and the category of technical cadres specialized in research and planning, as well as the categories of economic cadres specialized in enterprise management and in generalized management.

In the colleges that teach the basic sciences (social and natural sciences), we must make the quality of training even better and adjust the allocation of fields of studies by concentrating on the principal fields that are necessary for the country's immediate and long-term development.

We must build and properly develop the system of above-college training in order to create a large body of scientific and technical cadres of high level and the system of postgraduate advanced training in order to help all college graduates to continually expand their knowledge and to improve their professional capabilities.

The substance of training in colleges and advanced schools must be total and in conformity with the goals of training in individual fields. About specialized fields, college students in general must be trained on a broad scale and at the same time in well-chosen specializations right during the training process. We must select in time and include in our curricula the newest scientific and technical achievements of the world; pay attention to expanding

the knowledge of economic, social and departmental-organization management; and step up the learning of foreign languages necessary for specialized learning and research. About political matters, we must raise the quality of teaching Marxism-Leninism, communist ideals, party line and policies and revolutionary morality; closely combine learning revolutionary theories with training in the revolutionary reality, mainly in accordance with the specialized fields being offered; and heighten the collective-ownership role of students in learning, training, school management and serving society. About health, importance must be attached to physical education, sports and military training in colleges and advanced schools, for the purpose of not only achieving the schools' total-training goal but also contributing to training reserve officers for the people's armed forces.

We must teach college and advanced-school students the Marxist-Leninist methodology, effective methods to conduct scientific research and work method and behavior in order to help future cadres to actively fulfill their task. Students' experimental activities and scientific research must depend on training plans and are conducted through combining learning with practice, for the purpose of raising the level of understanding of theories and the ability to solve practical problems. The efforts to combine teaching and learning with productive labor based on specializations and with scientific experiments and research must be carried on in a rational order throughout the courses, with the schools' training task being linked with the society's production reality and developing from low to high level depending on the progress of students in the course of their learning and training. We must build a system of responsibility for coordinating the activities of sectors, production installations and scientific research organizations with those of schools in order to properly carry out the party's educational principle.

We must improve the system of admissions to colleges and advanced schools by strictly implementing the party's line and policies on training of cadres and talented people, make sure the youths who have had outstanding scholastic performance and good training in general and vocational schools are admitted, make sure we admit more and more outstanding youths who have been trained in the revolutionary reality (production, combat, regular work, etc.) and pay special attention to admitting the minority youths who are outstanding.

5 - Supplementary education and on-the-job training.

Supplementary education and on-the-job training are two forms of learning that are not separated from production and are reserved for adults. They occupy a very important position in the new educational system and open up broad permanent learning opportunities for the working people of our country.

Supplementary-education schools and classes have the task of training the old working people to reach the primary general level or general secondary level of education. We must continue to expand the network of these schools and classes in our organs, factories, work sites, state farms, state forests, cooperatives, villages and hamlets; raise the quality of education and make their operations orderly; create favorable conditions for all working adults

to be able to learn after the working hours; and contribute to quickly achieving the popularization of general education up to the secondary level throughout the country. For the key cadres and outstanding youths, we must open short-term intensive courses, particularly in the ethnic-minority and newly-liberated zones. We must organize good supplementary education for the youths who are now fulfilling their military obligation in the people's armed forces.

The supplementary-education curriculum is similar to the general-education curriculum, but the basic knowledges offered are selected to be suitable for adults, with the necessary technical, professional and managerial knowledges being added.

In order to step up the supplementary educational task, we must attach importance to improving the teaching and learning methods, having plans to use the modern means of communication and compiling special textbooks that can facilitate self-teaching by the working adults.

On-the-job training schools and classes have the task of providing cadres, workers and civil servants with additional scientific, technical and professional knowledges, which are aimed at helping them to heighten their managing capacity, the level of their specialization and occupational capabilities without being separated from production. Along with the country's development on the road to socialist construction, the need for on-the-job learning becomes greater and more varied everyday. Therefore, the network of on-the-job training schools and classrooms must be extended everywhere and include many flexible forms to offer convenience to students; the substance of on-the-job training must reach a quality that suits the need of every kind of subject and run from perfected training programs to specialized advanced training programs.

The network of on-the-job training schools and classrooms must be linked with that of regular schools, but has its own organization and personnel. We must attract large numbers of people having good scientific, technical and professional background into the teaching job and use in the on-the-job training task all of the means of communication, radio and TV facilities and public cultural installations (clubs, libraries, etc.).

Colleges, advanced schools, vocational middle schools and trade schools can open on-the-job training installations right inside the schools and in the localities. The large enterprises can open on-the-job training schools and classes next to their facilities in order to popularize techniques and to provide their technical and professional workers and civil servants with training and advanced training.

IV - Teachers, Educational Management Cadres

The ranks of teachers and educational management cadres are the core force in education and help to determine the success of the educational reform.

Teachers and socialist educational management cadres are the revolutionary combatants on the ideological and cultural front and have the task of disseminating among the young the revolutionary ideals and morality of the worker class and the cultural quintessence of the nation and mankind, and arousing and enhancing among students the noble qualities and creative capabilities of the new socialist working man.

In day nurseries, kindergartens and general schools, nurserymaids, teachers and educational management cadres are the engineers of the souls of the young and have the task of caring for and educating students, effectively teaching the subjects they are in charge of, doing their managerial job well, being concerned about organizing and guiding all of the activities of students and helping them to reach the greatest results in learning and training. Thus teachers (including nurserymaids) and educational management cadres must be persons having a noble mind, the necessary knowledge and a socialist personality; deeply loving their profession and children; and striving to work for the future of the young generation.

On the basis of this recognition of the role of teachers and socialist educational management cadres and the quality need required from them, in the educational reform this time, we must absolutely improve their training to strengthen and develop their ranks in conformity with both political and professional standards and the need for total education for students and to make them capable of keeping pace with the continuous development of the new society and the young generation.

We must admit to normal schools the outstanding students having good morality and the necessary educational level; at the same time, we must have in these schools the teaching and management cadres who have enough qualities and capabilities to train the ranks of socialist teachers of good quality.

The substance of training and advanced training in normal schools must be total. We must raise the quality of learning culture, science and the educational and teaching methods and strive to make all general school teachers gradually acquire advanced and college levels and all nurserymaids and kindergarten teachers secondary and advanced levels. Greater importance must be attached to raising the quality of political and revolutionary-morality training and strictly observing the party's principle of education in professional teachers' training. We must have plans to help normal school students to be able to get in touch with the educational subjects they will be in charge of. We must organize for active participation of normal school students in the revolutionary reality of their localities and in the "2 Goods" emulation movement, through which they know how to properly combine learning with practice and the school with the society. Normal schools must closely deal with the progressive schools and teachers, grasp in time the advanced experiences and apply the latter to their own teaching. Gradually build in normal schools a system of training of cadres to be in charge of the work in general schools in connection with the Ho Chi Minh Communist Youth Union and the Ho Chi Minh Vanguard Teenagers Unit.

Along with normal schools, all colleges and schools specialized in science, technology, art and physical education and sports have the task of actively contributing to providing general school teachers with training and advanced training. The scientific, technical, cultural and artistic cadres taking part in teaching in general schools and supplementary-education schools and classes must receive advanced training in pedagogical methods.

The Ministry of Education and the education services must strengthen and expand the network of schools for educational management cadres and provide in time the ranks of management cadres with advanced political and professional training. Have plans to select and train good teachers to become educational management cadres.

In colleges and vocational schools, the teaching cadres have the task of not only teaching various subjects, providing leadership over scientific research and experiments and training students in occupational skills but also providing students with ideological and moral education and caring about their total development. Therefore, these cadres must be the representatives of the socialist intellectuals; have full loyalty to the socialist fatherland, the collective ownership spirit, honesty, modesty and a sense of attachment to the working people; ceaselessly learn Marxism-Leninism and strive to attain the peak knowledge of science and technology; and do their best to properly fulfill the tasks assigned to them and actively contribute to the national construction, thus setting good examples for their students to follow.

In the course of carrying out the educational reform, we must strengthen and develop the ranks of such teaching cadres in our colleges, advanced schools and vocational middle schools; try to standardize the many categories of teaching cadres; and properly solve the problem of placing and using them in conformity with the scientific position system, with plans to organize advanced political, specialized and professional training. Step up the training and advanced training of those trade school teachers who are good at teaching theories and have good skills and have been selected from among the outstanding skilled workers. Attach special importance to building a large and strong body of cadres to teach politics and to do political work in colleges and vocational schools. In addition to strengthening the training and advanced training of teaching cadres, we must have plans and a policy to attract good cultural, scientific, technical and managerial cadres and skilled workers of different sectors and localities to sharing the teaching job.

We must improve the system of preferred treatment for teachers and educational management cadres and have an appropriate policy of reward aimed at encouraging those who are exemplary, devoted to their profession and trusted by students, colleagues and the people.

V - Other Measures To Take

In order to achieve the educational reform, simultaneously with reforming the training and advanced training of teachers and educational management cadres, we must properly carry out the following measures:

1 - Improve curricula and compile new textbooks.

On the basis of determining the actual goals of training for different categories of schools and specialized occupations, we must improve curricula and compile new textbooks for students in accordance with the needs for reforming the substance and methods of education. We must attach importance to compiling reference books for teachers. Devise measures to mobilize the outstanding cadres in the fields of science and technology, literature and art, revolutionary theories and educational science and the good teachers and well-experienced educational management cadres for sharing the task of improving curricula and compiling new textbooks.

We must expand and consolidate the network of printing and publishing houses and distributors of the books that serve the educational reform, including the books about supplementary education and on-the-job training.

2 - Strengthen the material and technical base of schools.

The material and technical base of schools provides the necessary material conditions to help students to master knowledges, to carry on productive labor, to do scientific research and experiments, to have artistic activities, to train their bodies, etc., thus ensuring good execution of the new methods of education and training.

Coordinate the investment efforts of the state with contributions of the people, sectors and production installations and the working power of teachers and students in building schools and facilities, laboratories, shops and gardens; enriching the existing libraries; and repairing the learning, teaching and scientific research equipment. We must issue regulations about the rational use of the equipment of schools, scientific research institutes and production installations in education and training.

Bring into schools such modern technical means as recorders, movie equipment, television and other audio-visual aids.

In addition to building new facilities, we must properly organize the maintenance and use of the existing material and technical bases.

3 - Perfect the organization of management and strengthen management in the educational sector.

We must strengthen the organization of management and management in the education of the sprouts and in general, vocational and college education; achieve smooth, high-quality and effective leadership all the way from the central level down to the schools; and strive to achieve successfully the educational reform. Achieve a rational division of levels between the central administration and provinces and cities, and between the educational sector and the economic and cultural sectors in the management of the school system. Determine the function and managerial organization of districts in the field of education in conformity with the task of building districts to become an agricultural-industrial economic unit.

Strengthen the managerial machinery of the educational sector from the central to primary levels; reinforce it with able managerial cadres; properly organize inspection work and improvement of statistical and planning work; attach importance to leadership over combining points and scope and reviewing and popularizing in time any progressive experiences in education.

Draft and promulgate the new statutes of day nurseries, kindergartens, general schools, vocational schools and colleges; gradually make their activities orderly; and properly carry out the collective ownership right of students, teachers, civil servants and cadres in school management.

We must draw the procedures to clearly determine the realistic and effective participation of the Education Trade Union, the Ho Chi Minh Communist Youth Union and the Ho Chi Minh Vanguard Teenagers Unit in the management of schools. The Youth Union and Unit activities must be included in the overall teaching plans of the schools.

4 - Step up research on the educational science.

Research on the educational science must be strengthened in order to solve, as an immediate goal, in a scientific manner the problems created by the educational reform and, in the long run, to gradually solve the basic problems in connection with a total development of the Vietnamese young generation and the formation of the new socialist man in our country, for the purpose of further accelerating the socialist construction and the movement toward communism.

We must combine the latest achievements of the world's educational science with the progressive achievements and experiences of Vietnam's schools in order to build Vietnam's theory of socialist education. Educational-science cadres must go deeply into the "2 Goods" emulation movement, review experiences and draw scientific conclusions about education to suit the characteristics of our country and of different zones in the country.

We must strengthen the Institute of Educational Science of the Ministry of Education, the College and Vocational Education Research Institute of the Ministry of Higher and Vocational Education and the Vocational Teaching Science Research Institute of the General Department for Vocational Training and move toward setting up the Vietnam Institutes of Educational Science to consist of many institutes being coordinated and going deeply into the specialized fields as needed. Have plans to train more and more educational science research cadres of high level.

VI - Strengthening Party Leadership, Management

1 - The educational reform is a great movement in the course of the ideological and cultural education being carried on in our country. It is closely linked with the other components of the ideological and cultural revolution and with the revolution in the production relationships and the scientific and technical revolution. Only by strengthening the leadership of the party over education can we successfully achieve reform and development of education.

The party committee echelons must fully and keenly recognize the important position and role of education in the entire socialist revolution and know how to link education with the task of building the new system, the new economy, the new culture and the new man in our country. On the basis of this correct recognition, they must adhere to the principal points in the educational-reform guidelines, substance, policy and measures and from there actively assume leadership over the educational reform within what they are in charge of. In the course of developing the educational reform, relying on a broad collection of the ideas of the people and cadres and a review of the experiences of the progressive models, we must gradually materialize and further enrich the party line on education, continue to perfect the educational-reform policies and measures and make the socialist educational undertaking move forward vigorously.

We must improve the leadership of party organizations in the education of the sprouts and in general, vocational and college education. They must absolutely care about making the party line on education fully understood in the everyday work of every sector and making all sectors, from the central to primary level, seriously and creatively carry out the educational-reform policies and measures. They must attach importance to and fully develop the effectiveness of leadership by the educational management organs of all levels and the important role of the mass organizations in our schools, educate and mobilize cadres, teachers, civil servants and large numbers of students for striving to do well in teaching, learning, serving, productive labor, scientific research, organization of living conditions, etc.

We must attach importance to party building in the educational sector, strengthening the ranks of party members and heightening the fighting power of the party organizations in the schools, teaching party members to always be exemplary in every respect and to stand firmly in their vanguard position, uniting large numbers of non-party members and urging everybody to do well in the educational reform and development.

2 - The socialist state bears a great responsibility in the management of education. We must further strengthen the state leadership over the educational reform.

The Council of Ministers has the task of examining and approving the plans for carrying out the educational reform in the entire country; assuming tight leadership over the gradual development of the reform and development of education and over the education of the sprouts and general, vocational and college education, as well as the related sectors; studying and promulgating the necessary policies and procedures; assuming leadership over the administrations of different levels and sectors to guide them toward satisfying in time their needs for money, materials, equipment, staff, etc. in the course of achieving the educational reform; and motivating and organizing the masses for active participation in the educational reform. In order to help the Council of Ministers to fulfill properly the above tasks, we must establish a Central Educational Reform Committee beside the Council of Ministers.

3 - The mass organizations must develop their hard-core role in educating and mobilizing all people for contributing their mind, energy and money to the educational reform and implementing the party line on education. Attach importance to establishing Parents Association chapters at the basic level to closely coordinate the family with the school for the education of children and contributions to the building of socialist schools. We must bring early into the association chapters those persons who have morality, political understanding and knowledge of education and enjoy the confidence of the people and the families of students.

Educational reform is the momentous task in the building of the socialist collective ownership system, the socialist large-scale production, the new culture and the new socialist man. It is closely related to the intimate interests of all Vietnamese families and citizens and has a great significance for the future of our nation and fatherland. Thus our people, full of patriotism and love for socialism, traditionally fond of learning and learning well, and properly motivated and guided, will surely overcome every difficulty, develop the positive factors and make deserving contributions to developing education with a higher quality and on a larger scale everyday.

The educational reform this time is a profound revolution in the education of our country. This is a broad struggle in the ideological and cultural field against the wrong concepts, the influences of the bourgeois and feudal thinking and the remnants of neocolonialism in education which have been left behind in our society and are limiting the development of the socialist education. This is also a broad struggle in the field of organization against the backward forms and methods of educational organization and management and the old-fashioned behaviors and habits, which have not yet been wiped out from the educational sector and other education-related sectors. Furthermore, this is a new building task in education, which combines the development of our nation's fine educational traditions and the progressive educational experiences that our party has reviewed in the last few decades with the creative application of the progressive ideas and modern achievements of the world, particularly of the socialist fraternal countries, in the field of education, for the purpose of linking more closely education with our people's socialist revolution in the new stage.

Although our country still faces many difficulties today, under the new conditions of the revolution, the educational reform is having very great advantages. Right at the time the DRV was established, beloved President Ho Chi Minh already pointed to his dear aspiration -- "how to make our country totally independent, our people totally free, our compatriots without exception have foods to eat, clothes to wear and a chance to be educated." In his last will and testament, President Ho earnestly advised us: "To better the revolutionary generation for the next one is a very important and very necessary job."

Carrying out President Ho's dear aspiration and sacred advice, implementing the Fourth Party Congress resolution, all our party and people, along with the entire educational sector, are determined to brilliantly achieve the educational reform and to actively contribute to the great undertaking -- successfully building a peaceful, independent, reunified and socialist Vietnam.

HEALTH, EDUCATION AND WELFARE

BRIEFS

ARMY FOOD TO PEOPLE--To help people in the localities of their stations overcome difficulties resulting from natural disasters and enemy threats, the frontline army units in the 9th Military Region have economized on their rice rations for the benefit of the local people. They have also spent some workdays to quickly move central food aid to assist the people in promptly stabilizing their livelihood and accelerating production. CL Unit shifted 60 tons of corn and 10 tons of sweet potatoes to the people, while MH Unit and C Group respectively shifted 140 tons and 40 tons of rice and H Group sent 500 kg of flour to the people. [Hanoi Domestic Service in Vietnamese 2330 GMT 27 Sep 79 BK]

INSANE ASYLUMS--On 9 and 10 August the ministry of public health held the first national conference on mental illnesses in Bien Hoa City, Dong Nai Province, to evaluate their achievements and enforce practices for 1979 and 1980. The entire country has 25 insane asylums, 3,953 insane clinics and almost 400 doctors and assistant doctors specialized in this field. Southern provinces have improved and restored many insane asylums. In the north, some 18,142 patients were cured last year. [Hanoi Domestic Service in Vietnamese 0900 GMT 14 Aug 79 BK]

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POPULATION, CUSTOMS AND CULTURE

BRIEFS

DAC LAC NEW ECONOMIC ZONES--About 120,000 people from Thai Binh, Binh Tri Thien, Nghe Tinh, Quang Nam-Danang and Nghia Binh provinces have resettled at new economic zones in Dac Lac Province and have all joined 14 cooperatives and 30 production collectives. Dac Lac has built 32 new economic zones where resettlers have cleared 16,000 hectares of virgin land for cultivation and built many welfare projects for newly established cooperatives. [Hanoi Domestic Service in Vietnamese 0400 GMT 24 Sep 79 BK]

AN GIANG RELOCATIONS--Some 850 families--nearly 5,000 people--in An Giang Province have been mobilized from Chau Doc and Long Xuyen towns and Phu Chau District to build new economic zones in Bay Nui District. The new settlers in Bay Nui District have formed 12 agricultural production collectives and have sown nearly 650 hectares of rice and 22 hectares of subsidiary food crops. [Hanoi Domestic Service in Vietnamese 0400 GMT 28 Sep 79 BK]

PHU KHANH RESETTLEMENT--To date (Duyen Khanh) District, Phu Khanh Province, has resettled more than 2,000 families of ethnic minority groups comprising some 12,000 people in six mountainous villages. Thanks to the district's assistance, these people have now been able to gradually stabilize their lives and initially solve the grain problem. They have also established some production collectives and are expected to upgrade them to cooperatives by the end of the year. [Hanoi Domestic Service in Vietnamese 1100 GMT 28 Aug 79 BK]

DAC LAC RESETTLERS--Over the past 3 years Dac Lac Province has received 126,000 people from Quang Nam-Danang, Thai Binh, Tri Thien, Nghia Binh and Nghe Tinh to resettle in 17 local new economic zones. To date, these resettlers have established 14 cooperatives and 20 production collectives and opened up 16,000 hectares of virgin land to grow crops. [Hanoi Domestic Service in Vietnamese 2300 GMT 5 Sep 79 BK]

SON LA RESETTLEMENT--Many districts in Son La Province are making preparations for the resettlement of 100,000 people of ethnic minority groups in highland and midland regions, particularly in localities inhabited by the Meo and other tribes. The state has invested more than 300,000 dong in building irrigation projects, roads and medical aid stations in these regions. Son La has also trained some 500 cadres on building the local administration and manage cooperatives. [Hanoi Domestic Service in Vietnamese 1100 GMT 4 Sep 79 BK]

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